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ABSTRACT

Workshop and seminar summaries and abstracts of papers from the tenth international conference on improving university teaching are presented. Topics addressed by theme and seminar presentations are as follows: the professor of the future; adapting postsecondary education to changes in demography, social expectations, and resources; partnerships between higher education, industry, and the professions; liberal education and vocationalism; academic administration for the 21st century; matching technology with the needs of students; academic excellence; humanistic values in the teaching-learning environment; stress and burnout in academia; and a 10-year perspective on faculty development, teaching and learning, teaching with instructional technology, and faculty evaluation. Workshop topics include: course and curriculum design and evaluation, faculty development and self-appraisal, promoting active learning, teaching critical thinking in college, and building self-confidence in mathematics. For each workshop, objectives, length, activities, previous experience expected, maximum number of participants, and an index of presenters are provided. (SW)

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Improving University Teaching

Tenth International Conference

July 4-7, 1984
College Park, Maryland

Under the auspices of
The University of Maryland
University College

I Abstracts of Contributed Papers

Seminars

Workshops

Index of Presenters

ED 278282

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USING THE COGNITIVE DIFFICULTIES OF DISADVANTAGED STUDENTS TO IMPROVE UNIVERSITY TEACHING

W. C. Wahl

University of the Western Cape

Person-to-person interviews have been conducted with first year university students who can be classified as disadvantaged, in an effort to determine why they experience difficulty in solving problems in science. The interviews demonstrate that certain cognitive capacities taken for granted by university lecturers are in fact absent or deficient in these students.

In this paper some of these deficient functions are documented and placed within the psychological framework provided by the work of Feuerstein. It is demonstrated how a recognition of these deficiencies can influence university teaching. Additionally, a programme to address these problems using a general problem solving heuristic but utilizing the PLATO system of CBE for implementation, is discussed.

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COMPUTER-BASED MATH AND SCIENCE COMPENSATORY INSTRUCTION FOR SCHOOL LEAVERS

A.J.L. Sinclair Ph.D.
Director, Teaching Centre
University of the Western Cape
Republic of South Africa

Compensatory programmes have become characterised as "more of the same stuff". In this way the real matter of problem-solving procedures is not addressed. The computer, with its multiple branching potential, can be an ideal vehicle in approaching problem-solving since it can provide for a knowledge base which facilitates the performance of specified kinds of tasks for a specified target population. A computer-based math and science programme for school leavers which has problem-solving procedures and decision methods as an ancillary component is discussed. The target population is Black pupils from a deprived milieu and the computer the PLATO system.

PREDICTION FACTORS OF STUDY-SUCCES IN THE FIRST YEAR AT THE UNIVERSITY.

NOËL R. VAN DEYNSE
K.U.LEUVEN - BELGIUM.

Finding a possibility to predict as accurate as possible a student's chance of passing in the first year at the university is certainly a very important and interesting challenge.

This paper gives a review of research work on the most important factors that have an influence on that chance. This has been carried out at the engineering faculty of the Catholic University of Leuven. The factors which have been examined are : intellectual capacity, study-time and -activity, attitude towards studytask, study-methods and study-strategy. For all these factors, the correlation factor with study-results has been determined.

In a further analysis, they have been reduced and combined to only three relevant factors with high correlation to study-results as well as to the chance on passing or failing.

Finally there is given a list of criteria which could be used, after some experience-time, to predict in the beginning of the academic year a student's passing chance.

A RADEX OF NON-COGNITIVE FACTORS OF ACHIEVEMENT AT UNIVERSITY : SOME EMPIRICAL SUPPORT FOR THE CONTROLABILITY AND THE LOCUS DIMENSIONS OF WEINER'S ATTRIBUTIONAL THEORY OF MOTIVATION.

Frank Van Overwalle
Free University Brussels

ABSTRACT

This paper presents the final results of the most recent research for social, affective and other non-cognitive factors of student achievement during their freshman year at university. This research shows that the factors are situated as a radex or a circular pattern around the final study results, comparable to the pieces of a cake. While investigating possible theoretical explanations for this result, we realized that Weiner's taxonomy of attributions is in concurrence with our results. This is especially clear in the case of Weiner's controlability and locus dimensions.

	CONTROLABLE	UNCONTROLABLE
EVALUATION good predictors	evaluation of studymethod evaluation of studyprogress	partial results self-esteem as a student expected probability of succes
INTERNAL LOCUS moderate predictors	studying regulary taking courses regulary satisfaction with studychoice organisation of study	foreknowledge understanding courses cognitive structuring of content verbal presentation fear of examinations
EXTERNAL LOCUS poor predictors	help and support of others information on examinations attitude of examinator	difficulty of examinations black-out at examinations

Attributions are the causes that the individual himself ascribes to his own results. However, the focus of our research is slightly different. The students were asked to describe their personal feelings and experiences about their academic study. Our radex is based upon the correlations between these descriptions and study achievement. Notwithstanding these differences concerning inquiry and method, namely causal attributions vs. correlations of descriptions, a similar broad pattern appears. On top of this, Weiner's attribution theory offers a theoretical explanation of our results, in which primarely the individual interpretation and evaluation of self and study manifest themselves as the main predictors.

TECHNOLOGY AND EDUCATION: WHAT CAN WE MAKE OF THIS?

Stephen C. Ehrmann
The Fund for the Improvement of Postsecondary Education

ABSTRACT: Technology seems on its way to changing what we learn as well as how we learn at the postsecondary level.

The Fund for the Improvement of Postsecondary Education receives more than 2000 preliminary proposals each year, selecting only about 75 as grants. About one fifth of the current award-winners are using technology, so a study of these projects can give us some hints about the directions postsecondary education may be about to move in this country.

This paper discusses four ways in which the use of technology is changing what people learn: 1) "college learning"is becoming more like "work learning", 2) courses are shifting toward more emphasis on fundamental ideas, 3) teaching creative skills is more feasible, and 4) organizations that use technology need to rethink the kinds of substantive (non-computer) continuing education needed by staff.

The paper concludes by analyzing three issues of organizational change facing faculty and institutions that want to take advantage of these new educational possibilities: issues of cost, sharing, and faculty careers.

ABSTRACT

A SURVEY OF TELECOMMUNICATION POLICIES
AND PRACTICES IN AMERICAN HIGHER EDUCATION

William Clyde Hine
University of Evansville

This paper is the result of a survey I did in conjunction with the American Continuing Higher Education Association related to current telecommunication policies and practices in American higher education. The results of the survey were most interesting. While many respondents believed that telecommunications will have great impact on the future of American higher education because of a variety of issues this impact will be felt much more slowly than believed five years ago. There were differences in survey responses to questions due to the size and type of higher education institutions surveyed.

ABSTRACT

THE USE OF LOW COST TECHNOLOGY IN A DECENTRALISED STRUCTURE FOR PROFESSIONAL DEVELOPMENT

John A McAleer
Ulster Polytechnic

The paper sets out to examine an approach to distance learning using conference telephone facilities. Two conclusions from the experiment have been reported elsewhere and are summarised in the paper. It is felt that the experiment has important implications for three further areas of concern and these are identified as follows:

(1) Course Design in the Area of Professional Development

If course design in this area must look to user need then ways of meeting user need away from main campus location must be part of the course design task.

(2) Distance-Learning Techniques and Departmental Survival

Departmental survival may very well rest on the ability to extend the department's environment. Survival and student opportunity go hand-in-hand.

(3) Staff Development

In a decentralised structure staff are forced to rethink their teaching strategies and to adopt appropriate technology to new teaching situations.

OPTIMIZING THE EFFECTIVENESS OF UNIVERSITY TEACHING BY ACCOMMODATING INDIVIDUAL LEARNING STYLE CHARACTERISTICS

Mary Ellen Freeley
St. John's University

ABSTRACT

The challenges facing higher education in an increasingly volatile environment demand the implementation of new financial, operational, and educational strategies. Of these three, educational strategies are most closely linked to improving university teaching.

The research to date evidences the effectiveness of accommodating students' learning style preferences and provides a foundation upon which implementation at the college level can be based in attempting to improve the teaching process. Emphasizing a student-centered approach, learning style methodology can be utilized effectively in both the admissions/orientation process and actual classroom instruction. It is therefore necessary for college faculty to familiarize themselves with this innovative and emerging technique in order to optimize the effectiveness of university teaching.

LEARNING INTERACTIONS PREFERENCES

Barbara Schneider Fuhrmann
Virginia Commonwealth University
Ronne Toker Jacobs
Ronne Jacobs Associates

Abstract

This paper summarizes the research conducted with the Learning Interactions Inventory (LII), which discriminates among three preferences for classroom interaction style: the dependent, the collaborative, and the independent. Dependent learners appreciate structure, direction, and external reinforcement; collaborative learners prefer interaction, practice, participation and experimentation; independent learners value internal awareness, personal experimentation, and nonjudgmental support.

The LII was used to assess how accurately students perceive one another's learning styles, how accurately faculty who profess to know students well perceived their learning styles, and if styles tend to change as students mature through the college years and as they get older.

It was found that although the LII correlates highly with student self-perceptions, neither students nor faculty accurately assess the learning styles of students they profess to know well.

Analysis of 879 inventories from fifteen separate institutions supported the hypothesis that as students mature through the college years and as they get older, they become increasingly less dependent and more independent in their learning preferences.

STUDENTS' CONCEPTIONS OF LEARNING AND GOOD TEACHING

Erik Jan van Rossum and Rien Deijkers
Tilburg University, the Netherlands

Abstract

In previous research evidence was found for the statement that students have qualitatively different conceptions of learning. These "learning conceptions" were obtained through a phenomenographic approach (Marton, 1981). In this type of research the point of departure is the perepective of the subject and the results consist of a (limited) number of "categories of description" like the ones mentioned above. In the same manner this study is a search for qualitatively different conceptions on teaching. Also the extent to which these teaching conceptions follow naturally from and are related to the learning conceptions is extensively examined.

The results of this study give evidence for the existence of four categories (conceptions), these being sufficient to describe the students' different views on good teaching. It has been established that these categories follow logically as well as empirically from the found learning conceptions.

IMPROVING THE TEACHING COMPETENCIES OF CLINICAL TEACHERS

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Mahidol University

This study is an evaluation of the joint program training of clinical teachers in four medical schools in Thailand. The subjects used in the study were the clinical teachers who attended the workshop in 1982. The instruments used were a standardized pre and post test, and two formats of questionnaires. The data was gathered before, during, and after the training course. The results revealed that the participants gained adequate knowledge, skill, and attitude in educational sciences. The achievement of learning of the participants gained significant difference at the .001 level of probability between pre and post workshop.

TEACHER EFFECTIVENESS AND THE AFFECTIVE CHARACTERISTICS OF COLLEGE TEACHER/MENTORS

Stanley J. Hanna
Gloucester County College

Teacher effectiveness should be determined as much by the affective environment that is created in order to nurture student success, as by whatever method of instruction is selected. Information processing definitions of student learning, and by implication, teacher effectiveness, often fail to address the affective area of learning. Four affective teacher competencies are discussed: student-centeredness, value for the learning process, the need to influence individual behavior, and the belief in the power to induce learning. These teacher characteristics lead toward the mentoring function which may be most important to our students.

HOW DO GTAs LEARN TO TEACH?: SOME EMPIRICAL FINDINGS

Lawrence T. McGill, James M. Shaeffer, and Robert J. Menges

Northwestern University

ABSTRACT

Several processes are at work as graduate teaching assistants encounter teaching for the first time. This paper focuses on the roles of previous experience, indicators of classroom success, and descriptions of teaching style. In interviews, GTAs from seven departments identify a variety of previous experiences as influencing their teaching. They point to in-class feedback as the primary determinant of their perceptions of classroom success. Although they have not thought much about teaching style, they emphasize setting a positive classroom atmosphere as a significant element of style. Implications are drawn for programs through which institutions can better serve GTAs.

IMPEDIMENTS TO GRADUATE TEACHING ASSISTANTS' EFFECTIVENESS:

AN ATTRIBUTIONAL ANALYSIS

James M. Shaffer, Lawrence T. McGill, & Robert J. Menges

Northwestern University

Abstract

GTAs from seven university departments were asked to discuss what impedes their effectiveness as teachers. Most frequently mentioned were lack of time, lack of knowledge of subject matter, and lack of teaching experience. Responses are analyzed according to the orientation of the impediment and by the department and level of experience of the GTA. Attributions regarding stability, difficulty, and controllability of each impediment are presented and compared with attributions given by professors in previous research. Implications for programs to improve GTAs' teaching are discussed.

ESTABLISHING PROBLEM PRIORITIES IN DIAGNOSTIC COURSE EVALUATION

Gregory Pastoll
University of Cape Town

ABSTRACT

Diagnostic course evaluation aims to elicit descriptions of learning difficulties that participants have experienced in the course. Before attempting to correct reported difficulties, it is necessary to establish which problems are serious enough to warrant attention. Until recently, the establishment of problem priorities was dependent on the volume of support for a given area of difficulty. This criterion appeared unsatisfactory and an alternative index was developed. This index, called the Apparent Problem Magnitude (APM), is a single number conveying the extent to which the whole class feels a given difficulty impeded its learning. The APM of a given difficulty is calculated from the number of written problem descriptions which arise, as well as the students' categorisations (on a given scale) of the extent to which they felt that particular difficulty impeded their learning. It was shown that there is no consistent relationship between the number of people who indicate (by selecting an option) that they had experienced a given difficulty, and the APM value of that difficulty. The APM index, being a measure of perceived problem severity, is useful not only for ranking reported difficulties but for heralding the point at which a problem is serious enough to warrant attention. It has been useful in establishing a finite agenda for course improvement programs.

ROLE OF ACADEMIC DEPARTMENT CHAIRPERSONS AT THE UNIVERSITY LEVEL PERCEPTIONS AND SATISFACTION

Lva Kremer-Hayon, Tamar Avi-Itznak

University of Haifa

Abstract

The study presents an attempt at investigating the role perceptions of academic chairpersons of departments at the University level, the extent of fulfillment of these roles and the extent of desirability to fulfill them.

A group of 90 chairpersons responded to a questionnaire that was especailly developed for the present study. Factor analysis yielded four main factors: 1) "Curriculum and Instruction", 2) "Initiative" 3) "Departmental Status" and 4) "Administration". Significant differences were found between the extent of fulfillment and the extent of the desire to fulfill the first, the third and the fourth factors. For the first factor ("Curriculum and Instruction") extent of actual perceived fulfillment was higher than desired. The opposite was found to be true for the other two factors. Satisfaction from role fulfillment correlated positively and significantly with "Curriculum and Instruction", "Initiative", "Departmental Status". Findings shed some light on a relatively neglected subject - the role perceptions and satisfaction department chairpersons. The information gained on this subject may shream incentive for making attempts to make the role more satisfying in the chairpersons' desired direction.

THE CHOICE OF UNIVERSITY ADMINISTRATORS: LEARNED HELPLESSNESS AND DEMOCRATIZATION (A CASE STUDY)

Juracy C. Marques

Universidade Federal do Rio Grande do Sul
Brazil

ABSTRACT

The theory of learned helplessness (Seligman, 1975) is taken as the frame of reference to analyze the dilemmas created for teachers who participate in the processes to choose University administrators, specially focused on the elections for the names to make up the list of six names, to be sent to the Federal Government for the nomination of the University President.

The methodology follows the case study pattern with participant observation and interviews conducted after the learning of failure results.

Contextual data is described and analyzed to give the feeling of the background where the events take place.

Some episodes from academic life concerning presidency elections are critically evaluated, relating what happened to the learned helplessness theory.

Conclusions are drawn pointing to the trend for democratization of the university administration. The detrimental effects of the current process in university teaching,which diminish the professor's expectations for control and consequently their motivation for involvement in the university administrative process are also emphasized.

THE EFFECT OF ADMINISTRATIVE STRUCTURE ON FACULTY PRODUCTIVITY

Roger Parrott, Ph.D.
Mid-America Nazarene College

ABSTRACT: During the summer of 1983 Mid-America Nazarene College in Olathe, Kansas, changed its administrative structure from a committee model to a cabinet model of governance. This new change de-emphasized the faculty's involvement in committees and administrative duties, while maintaining their participation in policy decisions.

In 1979 a dissertation at the University of Maryland evaluated the distribu- of a faculty member's time in five similar Colleges controlled by the Church of the Nazarene. A follow-up study was conducted among the faculty of Mid-America Nazarene College in 1983 to determine if there were any shifts in faculty workload as a result of the administrative change. The primary findings include:

1. The change in administrative structure enabled the faculty to spend less time in committee work and in administrative tasks. The faculty and administration agree this is a favorable condition.

2. As a result of the reduced committee and administrative work, faculty spent more time with students. Because the mission of the College centers on teaching and the development of the student, this change has resulted in strengthening the productivity of the faculty in regard to the central mission of the College.

3. The shift in faculty workload demonstrated an increased amount of time spent by faculty in general scholarship, course and curriculum development and research and writing.

One of the most difficult challenges facing higher education is to accurately evaluate the effectiveness of an institution or faculty member. Years or even generations must pass before the true impact of education is determined. How a faculty member uses his time cannot alone generate effective teaching and learning, but without the time to dedicate to the central mission of the College, the faculty member has little opportunity to succeed.

TEACHING, LEARNING AND MATHEMATICS: INSIGHTS FROM EXPERIENCE

B W Imrie, L C Johnston, T M Blithe
Victoria University of Wellington

ABSTRACT

The paper describes some of the experience of a research project conducted at Victoria University of Wellington, New Zealand, from 1979-83.

In 1979, based on a questionnaire survey of all first year students taking pure mathematics, 18 students were selected and their experiences during three years of undergraduate study written up as case studies with reference to attainment, attitudes and study skills. (In the conference presentation of this paper, one of the case studies is used to illustrate considerations of validation and interpretation).

The paper refers briefly to previous work on attainment of first year university students in New Zealand and to the development of an assessment-centred model of student educational experience as contexts for the study. Implications of generalisation are discussed in explaining the methodology of presenting detailed case studies set in the context of student experience, published experience and reader experience.

In the final section of the paper on guidelines for teaching and learning (mathematics) the authors stress the significance of assessment as a 'teaching intervention' to share awareness with the student learner, separate from the allocation of grades. Diagnostic testing is advocated for knowledge, motivation and study skills, as course-specific entry characteristics again with the purpose of sharing awareness and responsibility with each student.

THE EFFECT OF FORMATIVE TESTING ON STUDENT PERFORMANCE IN FRESHMAN CALCULUS

David A. Thomas
Walla Walla College

During the Fall Quarter of 1982, the researcher conducted an experiment at Montana State University involving six sections of Math 121, Freshman Calculus. The purpose of the study was to determine the effect of formative testing, diagnostic and prescriptive remediation, and retesting on student performance in calculus in a conventional classroom instructional setting.

Experimental and control group students all took the same quizzes and examinations. The control group students received conventional forms of written feedback on their quizzes and remedial assistance based on their own perceptions of need and initiative in seeking help. Experimental group students received a detailed error analysis for each formative quiz and remediation individualized to accommodate the student's preferred cognitive learning style.

At the end of the quarter, student performance was evaluated as the sum of the three one hour examination scores plus the final examination score. Of 500 possible points, the control group had a mean score of 375.9 and the experimental group had a mean of 402.3. The analysis of variance showed significant main effect differences for the experimental and control groups. The p-value for the difference in mean performance for entering freshmen was .0186. No aptitude-treatment interaction was found.

On the basis of this analysis, the researcher concluded that student performance in calculus can be significantly improved by using formative testing, prescribed remediation, and retesting, procedures which do not require extensive intrusion into the conventional lecture-discussion format of college calculus.

EDUCATIONAL TESTING REVISITED:
THE SIMPLIFIED COMPOUND
BINOMIAL MODEL

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ABSTRACT

With the trend toward course-goal oriented class-room instruction in schools and at the universities as well as with the increasing endeavor toward an objective grading method, the importance of course-goal-oriented examination methods is increasing. Here, such a system is being developed, which is based on an inference-statistical conclusion.
It is to be assigned to the category "probabilistic test theory", and it uses a newly developed model function whose application conditions can be satisfied in practice easier than those of competing functions. The name of this model function is "Simplified Compound Binomial Function" for it is a close approximation of the Compound Binomial Distribution, which is a generalization of the simple Binomial- or BERNOULLI Distribution Function.
The application is principally possible in all areas of educational goals (cognitive, affective, psychomotoric), this examination- and grading method leaving complete pedagogic freedom in choosing the desired type of examination questions (multiple choice, free answers, supplementary answers, inter alia).
The grading can be done either dichotomically or - after additional considerations - according to one of the familiar grading scales, in the simplest case even then, if only one examinee is to be graded.
This model was tried out in several classes of pedagogical and engineering students, where it yielded plausible results.

APPROPRIATE STUDENT PREPAREDNESS AS A FACTOR IN IMPROVING UNIVERSITY SCIENCE LEARNING AND TEACHING; A PREPARATORY CRASH COURSE IN CHEMISTRY FOR UNPREPARED PROSPECTIVE SCIENCE-TEACHER UNDERGRADUATES. (A CASE STUDY).

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Abstract

One of the tasks ahead for sound science education is to find ways to increase the number of students who opt for science in their undergraduate and graduate studies. This means to invest more in unprepared science-orientated students, particularly those defined as "attentive" to science.

The data and findings of our five years study suggest that specially designed science preparatory crash courses - limited in time, duration, contents, and scope- can advance unprepared highly-motivated adult students to later perform as well as the formally prepared students who are qualified for direct acceptance to the university.

Specifically, we found that although the unprepared students scored lower (as expected) on the university entrance psychometric tests, they scored as well as their counterparts defined as prepared students, in both freshman general-inorganic, and organic chemistry courses. The learning achievements of the two groups in both courses were essentially the same, within the range of 73.8-74.8.

Our findings suggest that the unpreparedness of students in a scientific discipline may be completely remedied by an appropriate crash program, and thus equal opportunity for higher education can be given to different target populations devoid of the formal pre-requisites, provided both students and faculty are highly motivated.

The findings of the study will be presented and selected aspects will be discussed in terms of improving university teaching in general and university science-teaching in particular.

[illegible] in a HUMANITIES DEGREE

Dr. Peter Bishop
Humanities Department, Brighton Polytechnic

Abstract

The Independent Learning Assignment is an innovation which demands that all the students in a conventional B.A. degree construct their own timetable and design their own programme of study for one term of the course. In the summer term of the second year students are freed from normal timetable constraints. In that term they may work on site at the Polytechnic, using library and other resources, or they may study elsewhere in Britain or overseas.

The I.L.A. is regarded as an opportunity to encourage independence in learning; to help students to develop initiative in the independent treatment of problems; to enable them to relate what they study in the classroom to the wider world outside the campus; and to challenge them to set and evaluate their own aims. Student evaluation of their own projects and of their successes and failures in carrying out their plans is regarded as an important part of the assignment.

Students are expected to plan two programmes of study (one for their Major and one for their Minor subject in a Combined Studies degree). Tutors act as resource persons and advisors, and suggest whether or not proposals appear to them to be viable, but they are requested not to feed students with ideas for projects. The initiative lies with the students, both in formulating ideas and in undertaking the practical planning necessary for their projects.

The new degree course of which the I.L.A. is part began in September 1981, and the first cohort of students completed their I.L.As. in the summer of 1983. This paper outlines the thinking behind the experiment, and reviews the experience of its first year of operation. The second cohort will undertake similar work in the summer of 1984, and the nature of their projects will be known and approved by the end of March.

TEACHING ALCOHOL STUDIES TO UNDERGRADUATE STUDENTS: CURRICULUM DESIGN AND SOURCES OF INFORMATION

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University of Massachusetts/Boston

Michael W. Forcier
Brandeis University

Ann Cordilia
University of Massachusetts/Boston

Courses on alcohol problems and alcohol addiction are a rarity in undergraduate departments. If discussed at all, alcoholism is usually examined in sociology courses on deviant behavior, social problems or medical sociology, in abnormal psychology and occasionally medical anthropology. This inattention to alcohol studies is a misfortune, not only because most students fail to appreciate the enormity of alcohol addiction as a social problem but also because the field is rich in possibilities for developing inter- and multi-disciplinary programs, as well as offering an interesting curricular option in sociology, anthropology and psychology departments.

This paper discusses a concentration in alcohol studies available to sociology students at the University of Massachusetts/Boston, which in its ten year history has evolved into one of the University's most popular and heavily enrolled course sequences. A summary and overview of three courses (Alcoholism: Etiology and Epidemiology; Alcoholism: Treatment and Prevention; and Alcohol Agency Experience) are provided as points of departure for implementing similar courses elsewhere. In addition, a brief synopsis of major sources of information is provided for those interested in collecting research materials and teaching aids in alcohol addiction, on audio-visual options (appendix available by contacting authors) and on important professional journals for library acquisition.

DOMINANT TEACHER STUDENT ORIENTATIONS: TRENDS IN ENGINEERING EDUCATION

Dr Rita Ghatak
IIT, Madras 36

ABSTRACT

The present study analyses a few dominant teacher-student orientations of the five IIT's, related to academic issues, teacher-student behavioural patterns and expectations, and a few social issues. Responses from the teacher, student samples were elicited through a questionnaire adapted from the questionnaires used by the Carnegie Commission on Higher Education (1968-72), USA. The dimensions defined for the analysis of orientations of the respondents were: Student Management Dimension, Academic Management Dimension, Social Issues Dimension, Teacher Behaviour Dimension and the Administrative Function Dimension.

The study which is a probe into the dominant orientations of teachers and students within the premiere technological institutions in India, throws light on the existing academic and social climate of the institutes. Insight was also gained into the problem areas within the campuses, which could be said to result from inadequate teacher student orientations mix. The study however did reveal a common orientation pattern of the teachers and students on many important issues. The areas of discrepancy mainly related to the student management and teacher behaviour dimensions.

SPATIAL POSITION IN THE COLLEGE CLASSROOM, PROFESSOR-PEER RELATIONS, MOTIVATION AND TASK PERFORMANCE

Gilda Moss Haber, PH.D.
THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

ABSTRACT

1. Purpose

The purpose of this study is to find out whether the spatial position of the adult student in the college classroom correlates with professor peer relations, motivation and task performance.

2. Hypotheses

It is hypothesized that the front and centrally spatially located have better authority relations, more motivation and higher performance than those on the back and side peripheries of the classroom.

3. Method

a. Sample

135 adult college students were given a questionnaire which included a "map" of the classroom for spatial identification and other variables.

b. Analysis

Correlations between spatial position, professor-peer relations, motivation and performance were made, using X^2 measure at significances of .05 or lower.

4. Findings

Findings support the hypotheses that those spatially on the front and center of the classroom are most receptive to the professor, more interested and perform better than those occupying the back or side spatial positions. However, this may be due to conformity of the front and centrals rather than intelligence. Besides this, peripherally, particularly those in the back row are found to be largely minorities. This suggests spatial distance is accompanied by social distance. Further studies will test spatial position and leadership potential in business and military training groups, and spatial position in a prison college classroom and type of crime.

FACULTY ORIENTATION IN THE HIGHER TECHNICAL EDUCATION IN INDIA

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ABSTRACT:

An investigation of the faculty orientation to the purpose and process of education and how these are related to the job satisfaction and job involvement would be very useful in understanding the dynamics of the teaching-learning situation, especially in higher technical education as India has invested a lot in this sector of tertiary education.

Morstain & Smart (1974) identified two distinct orientations, preparatory and exploratory. The preparatory orientation measures a predisposition for highly structured, formal teaching-learning, viewing education for its career orientation and future usefulness. The exploratory orientation measures a predisposition for informal, individually tailored teaching-learning situation, viewing learning has value for its own sake irrespective of vocational concerns.

Data obtained from 164 faculty, from various higher technical institutions in India has shown that the teachers have a higher preparatory orientation than exploratory orientation, confirming the findings of earlier investigators. Only one scale, assignment learning, which measures the preference for highly structured, formal teaching programme, with predetermined assignments, has shown a relationship with job satisfaction and job involvement. Questions have been raised about the desirability and possibility for resocialization of these orientations to meet the larger objectives of education.

THE INTEGRATION OF THE LIBERAL ARTS INTO PROFESSIONAL PROGRAMS: THE USE OF PAIRED COURSES

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ABSTRACT

This paper discusses the increasing orientation of colleges and universities towards work-related professional programs at the expense of the liberal arts. It presents an improved teaching technique called paired courses to integrate the liberal arts into professional programs. Paried teaching is a variation of the team teaching approach that brings together two faculty from different disciplines who coordinate two seperate courses into a joint learning experience for the students and the faculty. The paired approach helps to develop methods that integrate the liberal arts into professional programs by providing a formal process to encourage the interchange of ideas and to provide a socialization to students and faculty.

The paper describes the concept of paired teaching, suggests ways for implementation, and concludes that the outcomes can help integrate the liberal arts concept into the professional world through the education process. This process can help improve college teaching and assist future leaders of government, business, and the professions develop their ethical perspectives.

THE STRUCTURAL PLACEMENT OF TEACHING IN AMERICAN INSTITUTIONS OF HIGHER EDUCATION

David M. Lynch
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Abstract

In this article we examine teaching from the perspective of its structural placement in American institutions of higher education, using data from two surveys of college and university deans. Findings from a 1977 survey of social science deans and a 1982 survey of graduate deans are juxtaposed in discussions of program evaluation, tenure and promotion, merit raises, funds for teaching-related activities, and the dean's resource allocation policy. Teaching is the primary factor in all personnel and resource allocation decisions according to the verbal representations of the social science and graduate deans. However, there is much less support for teaching in practice, and this support shows wide variation among institutions and considerable inconsistency within institutions. We believe that three important reasons for the variation and inconsistencies are inadequate funding in teaching-oriented institutions, the imperfect institutionalization of teaching support structures, and the failure of colleges and universities to sustain a tradition in which teaching is defined as an activity that must be actively encouraged and nurtured in many ways if it is to flourish.

ACADEMIC LEADERSHIP AT THE UNIVERSITY OF JORDAN

Abdel Salam Majali
University of Jordan

ABSTRACT

In this paper, we present some special characteristics of academic leadership at the University of Jordan, as a modern medium sized institution of higher learning in a developing country. Freedom of expression and active participation in all aspects of the institution are strongly stressed. Direct communication among various sectors of the university community is encouraged. Some forms of such direct communication are discussed. In this respect, a systematic well designed series of meetings proved to be very effective as a forum for exchanging views on various university matters. Leadership and services to the local community are also discussed. The paper also outlines some specific methods applied by the university leadership for improving instruction. These include methods for faculty preparation, writing textbooks, curriculum development, review of regulations and by-laws, review of the philosophy of the university, and the establishment of centres for specific purposes. The paper ends with some concluding remarks.

THE DECENTRALISED DEPARTMENT

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ABSTRACT

This paper, like those of John McAleer and Peter Whitehouse which follow, focuses on changes in role perception and in teaching programme delivery by a department moving towards specialisation in professional development of teachers. Some of the developments described here, and the thinking behind them, may be of interest to practitioners in other professional areas. While departmental commitment to partnership with professionals and employers in the development enterprise is seen as crucial, the paper's main theme in decentralisation of the department's work in the interests of more effective operation. A rationale for a distinctive style of departmental operation deriving from a concept of partnership is formulated. Decentralisation of teaching, ie off-campus teaching is touched on indirectly. The department's view that professional knowledge is generated and validated by the professional at his workplace is explained and its consequences explored in terms of action already taken or in prospect to decentralise course planning, operation, and evaluation. Delivery of professional development through award-bearing courses and programmes within the university's normal machinery of academic control is demonstrated as both feasible and desirable.

DESIGN TEACHING EXPERIENCES: "NEW WAYS TO MAKE LEARNING MORE EFFECTIVE"

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ABSTRACT

The Universidad Regiomontana, through its Department of Continuing Education, has offered in August 1983, a workshop/seminar to stimulate faculty development and teaching improvement: "New Ways to Make Learning More Effective". Its 18 participants has been two deans and experienced faculty from five different departments of humanities and social sciences, as well as the head of instructional technologies and laboratories of the university.

This paper reports on a project to assist faculty in developing, implementing and testing modular instructional segments from 5-15 minutes tending to strengthen the audiovisual variation of the didactic stimulus. The conclusions of the evaluation are that a microlecture system desig workshop (MSD) is desirable to promote individual faculty development and provide improved learning opportunities for students. The only regrets were that the course was too short and it also indicated thought, planning and timing are the ingredients to mainteining audience interest and participation.

Some sequential aspects of this laboratory approach were presented by the author in three previous I.U.T. International Conferences: Aachen, Germany 1978; Lausanne, Switzerland 1980; and Tsukuba, Japan 1981. The methodology now up-to-dated, consists in individualized or "micro team group" appraisal on planning (form, quantity and timing) followed by constructive videocassetts feedback, focused on voice factors analysis, relevance of content, audiovisual aids, managing discussions, etc., held by a group of observers and sinthetizers. In order to increase the value of the experience, the concluding plenary session of each day is lead by workshop coordinator with the encouragement of peers as a sum-up or cognitive closure.

A TECHNOLOGICAL APPROACH TOWARDS PEDAGOGY.

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Universidad Católica de Valparaíso.

Technology is a difficult term to be understood. It has generally been associated to sophisticated and complex media. But the origins and the components of this discipline have seldom been analysed. Technology is far more than mere electronical equipment and physical structures. Technology is the result of a combination of scientific knowledge and techniques. Thus, technological results (devices and procedures) are the application of bodies of know - ledge and norms to the solution of practical tasks. Pedagogy in turn, has seldom been analysed as a discipline with a very determined object of study: education. Education requires, no doubt, a comprehensive study, but there doest not exist one discipline that can provide the whole information. That is why many disciplines (Psychology, Sociology, etc) will produce the theoretical founda - tions, while technical disciplines (Planning, Evaluation etc) will provide with the necessary norms and directions to accomplish the practical tasks and solve the problems efficiently. This approach makes of Pedagogy a technology since it meets the requirements of any of that type discipline. On the bases of this analysis, , techno logy acquires a different approach and becomes a positive social function and recovers the actual meaning of the term.

PROFILE OF A UNIFIED CONCEPTUAL RELATIONS METHODOLOGY AS A MEANS OF INTERNALIZING STUDENT RESPONSE TO THE SELF-PACED LEARNING SYSTEM

Enrique Oswaldo Videla Pilasi
National University of Misiones

Wishing to consolidate advancements in University teaching, the author from his Chair at the Forest Sciences School, has conceived the basis of this document.

Two levels are determined, as shown in the heading:

- Profile of unified conceptual relations;
- The methodology as a means of internalizing student response to the self-paced learning system.

The author takes two main extremes:

- Education as an objective;
- Satisfaction at completing the phases of this method.

Between them he establishes the conceptual platform needed to make the student aware of the importance of guidance, direct action and continuity in building up the self-paced system of conceptual relations.

LOGIC, IMAGINATION AND CREATIVITY must be closely applied to this process.

Systematically, the author describes the phases to accomplish the methodology outlined here.

An illustrative sketch is shown as an appendix.

ABSTRACT

CHALK-FACE EVALUATION AS A WAY TO THE PROFESSIONAL DEVELOPMENT OF A TEACHER

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The Ulster Polytechnic has recently introduced a new in-service BEd degree programme for non-graduate teachers in schools and colleges in Northern Ireland. Central to the programme as a whole is our recognition of the value of 'chalk-face evaluation'. From this, and our belief that it is teachers themselves who are in the best position to know the problems they face in the classroom, the curriculum actually takes its direction from the teacher's perceptions of the value of his own classroom practices and his attempts to shape them to the needs of the learning situation.

In the paper the rationale of the degree programme is discussed and an example of the practical work teachers do is given. Teachers comments on the approach are given. In conclusion it is suggested that the approach taken is one way by which a commitment to the notion of professional development can help practitioners improve their practice without intruding into the school where the teacher works.

IMPROVING FRESHMAN ACADEMIC ACHIEVEMENT

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The newness of the freshman year creates stress. Despite present programs to ease the transition, 3 out of every 6 college drop outs occur during this year. Believing that academic success is often a contributing reason for drop-outs, the author surveyed 134 juniors and seniors in the communication department. The purpose of the study was to gather information which could be used to improve freshman academic achievement. These survivors of the system represented a wide range of background and interests. They offered suggestions to high schools, to the freshmen, and the university. Incorporated throughout all of their ideas is the belief that education is important. In addition to recognizing that students must take some responsibility for their own lives, these juniors and seniors saw the need for some institutional changes. In their suggestions they do not ask for a "hand-out" but rather for a "hand-up."

PERSONAL PROBLEM-SOLVING SKILLS AND ACADEMIC ACHIEVEMENT

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ABSTRACT

It is argued that a student's academic goals can usefully be seen as part of a hierarchically-organized system of goals where, by definition, the attainment of subordinate goals is requisite to - and intimately involved in - the attainment of superordinate goals. In the course of pursuing his academic goals, he will inevitably have to cope with a wide variety of problems: situations or states of affairs which deviate in some way from what he requires for satisfactory progress through his plan, and which he has to resolve in order to make such progress.

Against this context a programme is described which trained students to apply generic problem-solving techniques to their personal problems. These are basic problem-solving operations which in principle should be applicable to any specific problem. Sixty-four male student volunteers were randomly assigned to a training group and a no-training control group and subjects in the training group attended five 90-minute sessions, held at intervals of one week. Dependent measures included the standard of bachelor's degrees gained by subjects at graduation, the I-E scale, and the neuroticism scale of the Eysenck Personality Inventory. Results demonstrated that the training group achieved a higher standard in their bachelor's degrees. They also developed an increased belief in internal control and became more emotionally stable.

AN ALTERNATIVE APPROACH TO TEACHING ACADEMICALLY DISADVANTAGED COLLEGE FRESHMEN

Judith B. Macdonald

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Abstract

Academically disadvantaged college students have been the focus of concern in recent years as the plethora of college study skills texts indicates. One deficit these students contend with which has received less attention than their deficiency in study skills is their lack of experience in engaging in speculative thinking. While mastery of the basic skills of reading and writing is crucial to college success, it is suggested in this paper that through engagement in learning by toying with and developing ideas, students master the challenge of a college education. Thus, we need to provide opportunities in the curriculum for students to express and develop ideas, critically and creatively.

Moral dilemmas were used in the curriculum of at-risk college freshmen at Montclair State College to generate critical and creative thinking. Students created and solved original moral dilemmas which resulted in maximum student involvement in speculative thinking. The creation and solution of moral dilemmas could be adapted for use in the curriculum of students at various levels of achievement and stages of schooling.

ABSTRACT

IS SMALL BEAUTIFUL?

A STUDY OF COSTS AND QUALITY

Staffan Wahlén

University of Stockholm

Sweden

In the present investigation study results in terms of the percentage of students passing a given course at two different universities were compared. Results were markedly better at one of these. Four possible explanations of this difference were examined: differences in students' initial proficiency, differences in demands on students, and differences in "environment."

It was found that the two institutions did not differ significantly regarding the first three factors. Concerning "environmental factors", however, they proved to be different on at least three scores:

1) Size. Results were markedly better at the smaller institution.

2) Continuity in studies. Results were better at the institution where more emhasis was placed on continuity.

3) Involvement and homogeneity. Results were better at the institution where student groups were more homogeneous and where students and teachers were engaged in fewer outside activities.

In conclusion it is suggested that it is desirable not necessarily to create small or medium sized universities, but rather to create within the larger institutions such favorable conditions as may be found in the smaller one.

LISTENING COMPREHENSION: A KEY TO IMPROVING THE LEARNING PROCESS IN COLLEGES AND UNIVERSITIES

Andrew D. Wolvin
University of Maryland

This study develops a need for improved listening comprehension as a key to improved learning in colleges and universities. The vast amount of time that students spend as listeners is highlighted, and the needs and abilities of college student listeners is profiled. The foundation of a listening curriculum is offered.

FACULTY DEVELOPMENT IN ARAB UNIVERSITIES

ABDUL-RAHMAN ADAS

ABSTRACT

The University of Jordan, like most other Arab universities gives emphasis to the quality of teaching equal to that given to research and academic excellence. Deans and heads of departments are required to evaluate the quality of teaching of their staff members, and the results of these evaluations are taken into consideration whenever tenures and promotions are discussed.

To insure a good quality of teaching, the various faculties of the university tend to recruit well qualified personnel for the available teaching posts. The newly recruits are usually selected on the basis of their academic performance, maturity, and experience. But since these factors taken alone do not insure good teaching, the University of Jordan being well aware of that probable defect, tried to adopt certain measures to overcome it. The paper outlines these measures which include things like the appointment of graduate assistants as nucleus for the teaching staff, holding seminars, opening workshops, encouraging team teaching, initiating training and pedagogical programs, etc. It is noticed that all of these measures were helpful in improving the quality of teaching in the various faculties.

Five Year Follow-Up on Needs and Means for University Teaching Improvement: Canadian Survey IV

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Abstract

One hundred and fourteen Canadian university teachers responded to a questionnaire asking them to rank order a list of eight needs that would help improve their teaching and eight means to achieve those needs. The results indicated that the three highest ranked needs to improve teaching were "evaluation of student performance", "asking students worthwhile questions", and the development of skills in "handling small group discussions". The highest rank-ordered means to achieve teaching improvement were concerned with "providing more funds for teaching", "holding workshops", and "providing more opportunities for observation through team teaching". Since this survey was the fourth in a series, it was possible to comment on the stability of some of the perceived needs and means over time, and trends in changing times due to current situations within the academic community (e.g., budget cuts). The high priority given to the need for improving "discussion and questioning" mirrors the Club of Rome report emphasis on participatory learning. Finally, the needs and means assessment methodology upon further refinement, might be useful in helping to plan improvement activities and further research.

IMPROVING TEACHING-LEARNING PROCESSES IN HIGHER EDUCATION THROUGH TEACHING-LEARNING LABORATORIES : A FINNISH CASE STUDY

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A b s t r a c t

The purpose of this paper is to discuss the process through which the concept of a teaching-learning laboratory utilizing microteaching, simulations, videoself-confrontation and Interpersonal Processes Recall techniques, was introduced in a number of universities in Finland. The theoretical conceptualization of these techniques was described by Perlberg (1976, 1984). This paper will discuss the attitudes of Finnish academics towards the improvement of teaching-learning processes until 1980 and the co-operative efforts of local change agents in introducing innovative techniques, combaining those experiental and cognitive components and which seem to have the most impact and attract attention of various groups in universities and post secondary institutions. Special attention will be given to the strategies by which local change agents introduced the innovative concepts into their culture. A more exact description of the innovative process is given in a paper by Gröhn and Perlberg (1983). The planned activities to make the teaching-learning laboratory a regular part of pedagogical training for Finnish professors in higher education is described at the end of the paper.

A PROFILE OF A FACULTY DEVELOPMENT PROGRAM IN AN OFF-CAMPUS ENVIRONMENT

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Abstract

Faculty development programs, which gained impetus in the 1970's with widespread student demands for improved undergraduate teaching, have felt the pinch of economic realities of the 1980's. Nonetheless, because of its commitment to quality education, University of Maryland's Asian Division has sought to plan and implement a systematic faculty development program within the broader context of administrative support for teaching. Such a program has to contend with budget constraints, with a faculty population composed of both core and adjunct, experienced and inexperienced lecturers, and with an off-campus environment embracing 56 locations throughout Asia and the Pacific. These problems are not unlike those faced by other institutions.

The first step toward developing a systematic program was the appointment of a part-time Staff Development Specialist who could plan, implement, and coordinate the program components. Initial efforts have focused on mobile, flexible workshops including a basic teaching workshop and more specialized sessions involving microteaching and writing-across-the-curriculum methods. Both formal and informal measurement tools have indicated the usefulness of these workshops to the faculty. Other institutional support for faculty has come with the appointment of coordinators for four disciplines and factors such as an upgraded Faculty Loan Library and additional publications for faculty.

ENGINEERING PROJECT WORK - A FURTHER LOOK

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ABSTRACT

This paper reports an investigation of project work in three engineering departments in a technological university (University of Manchester Institute of Science and Technology, England). An earlier survey, in 1981, suggested the project work in the chosen departments could be improved and this paper indicates where improvements have taken place and where they have not. The rapidly changing face of higher education in the United Kingdom has affected the nature of project work but the learning outcomes for the students appear to be unaffected by the changes.

There is some evidence to suggest that project work supervision has improved but that technical assistance provided by departments has decreased since the earlier survey. Projects which required more computer programming and fewer measurements were in evidence, reflecting changes in the work of the engineer outside education, but also responding to the reduced technical support within departments.

Financial control of projects and the planning and organisation of projects were still firmly in the hands of the supervisor, possibly made necessary by the reduced resources available to the departments concerned.

The paper suggests that changes in project work are still desirable but may be difficult to accomplish in a period of financial restraint.

MATCHING TEACHING WITH DEMANDS OF DIFFERENT KINDS OF WORKPLACE - - A CASE STUDY RELATED TO ENGINEERING MATERIALS AS THE MAJOR SUBJECT

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Abstract

Following a short description of the relatively recently established University of Luleå in Northern Sweden, an analysis of the demands of diverse employers for the skills and capabilities of graduates in materials engineering is outlined, based primarily on numerous interviews with former students.
It has been proved that small-to-medium manufacturing companies, who also make up the majority of prospective employers, pose demands and challenges on freshly employed materials engineers, which are difficult to match by purely academic abilities. A course has therefore been introduced, based on this analysis and also on previous experience gained at Chalmers University of Technology in Gothenburg, aimed at bridging the gap between the graduates' skills and the industries' requirements.
The course described is a project course, in which the interested companies contribute not only by suggesting the projects, but also by aiding the students in much the same way as a graduate can expect to co-operate with both technical and non-technical professionals.

It is contended that the course is essentially successful in that it fullfills the following goals:

1. Promoting the students' confidence in their own capabilities
2. Improving the students' preparedness for their future highly diversified challenges and professional activities
3. Improving their chances in seeking employment opportunities
4. Promoting the confidence of industrial management in our graduates
5. Establishing a defined profile and high performance level of the department of engineering materials.

SUCCESSFUL TEACHING BASED ON A COGNITIVE THEORY OF TEACHING AND STUDYING

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"Successful teaching" may be considered to be the sum of preparation, process, and product. Each of these components is probably affected by a learner's cognitive processing capacity (CPC). A recognition of this possibility and a consideration of it in going through preparation, process, and product appear to contribute to the achievement of students. One way to incorporate CPC differences into a teaching/studying strategy is suggested by a proposed cognitive theory of teaching and studying. For example, an abbreviated outline is recommended for use by both teachers and students. Teachers can use the outline as a guide to gear a lecture to the average CPC of a class; students can use the outline to modify their information intake to match their CPC. The research findings suggest that the highly individualized CPC theory of teaching and studying makes a significant contribution to the improvement of teaching.

FACILITATING INTELLECTUAL DEVELOPMENT IN UNIVERSITY HONORS STUDENTS

Faith Gabelnick, John L. Howarth and Nancy Pearl

University of Maryland, College Park

ABSTRACT

Strategies have been developed for encouraging the intellectual development of undergraduate students as measured on the Perry Scale of Intellectual and Ethical Development. They have been used in small, interdisciplinary, process-oriented, undergraduate honors seminars and have included the use of personality typologies, particularly the Myers-Briggs Typology Inventory, other psychological test instruments, extensive use of specially designed journal procedures, and explicit discussion of developmental concepts. Assignments were carefully designed to provide support for students at their present positions and to provide challenges to spur further growth. Alternatives were provided to allow for the differences in developmental level within the class.

Quantitative data suggest that these strategies are effective: in two classes studied the average progress along the Perry Scale was of 0.35 and 0.52 Perry positions, respectively, compared with an expectation of about 0.2 with no intervention. Quotations from students' written work, particularly in the journals and in follow-up interviews, illustrate the developmental progress.

Abstract

RESTRUCTURING THE LECTURE TO FIT INDIVIDUAL LEARNING STYLES

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Musical plays depart impacting communications. Examining the plays we learn philosophy, lifestyles, LEARNING STYLES, and how people can effectively match. What we need at every level in education is applications of (what we can glean trom) these examples and the ability to reach out to learners by matching teaching and learning styles. We need to provide at least opportunities for all types of students: innovative, analytical, common-sense, and dynamic learners. The Feedback Lecture has been created to teach to these four different learning styles in order to have "the best act in town."

FOCUSING ON STUDENT LEARNING: COGNITIVE PSYCHOLOGICAL ASSESSMENT IN COLLEGE TEACHING

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Abstract

During the past several decades, efforts to improve university instruction have primarily focused on changing teaching behaviors and/or course structure with only slight cognizance of college students as complex learners. Even the current vogue of student centered education has done little to help college educators to understanding the complex nature of their students' mental states and processes. But recent psychological research suggests that such an understanding of a learner's mental states and intellectual processes seems essential when one is developing college instruction that works. This paper examines the important but often underemphasized instructional design component of learner analysis in the context of current cognitive and developmental psychological research. Insights about how college students internally process information, which are derived from cognitive research, are presented as well as some general prescriptions on how this new knowledge regarding students' mental processes can help professors and instructional designers develop effective instruction. The important relationship between the quantity and quality of prior knowledge stored by students and their ability to learn in a new instructional situation is discussed. The executive control mechanisms of the mind which monitor and direct students' attempts at learning are characterized as the intellectual processes that allow college students to critically think and problem solve. Piagetian intellectual stage theory is also introduced as a logical explanation for the inability of many college students to reason abstractly and understand hypothetical situations.

EVALUATION OF INSTRUCTION AT THE ACADEMIC CENTER FOR IN-SERVICE TRAINING OF TEACHERS

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ABSTRACT

With the growing tendency to evaluate instruction in all educational domains, we were asked to prepare a questionnaire evaluating in-service training courses. The aim was to evaluate in-service training as a whole rather than each individual subject or instructor. We had to construct an instrument for evaluation of teaching, then to examine its reliability and validity. The questionnaire is composed of eighteen items relating to several dimensions: methods of instruction in the courses, the training's contribution to the participant's scholarship and the administrative organization of the training. The questionnaire was administered to three hundred and two teachers in twenty different courses. The questionnaire was found satisfactorily reliable (α= 0.70). As to validity, teachers' responses were analyzed by factor analysis. Three underlying dimensions of "teaching quality" were found, which covered most of the areas investigated.

There are two aims to the evaluation of in-service training courses:

A. Evaluation for improving the training.

B. Evaluation for administrative decisions.

THE DEPARTMENTAL PROFILE AS AN INITIAL STEP TO THE IMPROVEMENT OF TEACHING

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Conventional methods of faculty development aimed at improving teaching in higher education have been centred around the skills of the individual teacher and the understanding of the teaching-learning process. It is proposed that this view may be too narrow on three major counts: that it fails to take into account the environment in which the teaching takes place, that it may encourage the teacher to continue in psychological isolation from colleagues and that the system means that faculty developers are frequently unable to make contact with those teachers most in need of their professional services.

A case study is outlined in which an alternative model is used: that of the academic department as the unit. A profile of the teaching of a Polytechnic department of 34 faculty and over 400 students is developed, involving an analysis of the teaching environment, equipment, time-tabling of faculty and students, group sizes, teaching methods and other parameters. The ethical and practical areas of difficulty are discussed, together with the implications for faculty developers. Finally a detailed plan of action and scope for development and generalisation are proposed.

SELF-ASSESSMENT OF UNIVERSITY TEACHING: BRITISH AND CANADIAN TEACHERS COMPARED

Clare H. Pangman
University of Manitoba

ABSTRACT

The Inventory of Opinions About Teaching (IOAT), a self-report, self-scoring instrument, was constructed to provide university teachers with an opportunity to identify, in seven scales, certain teaching techniques which in their own opinion need to be improved and in three scales identify some of their concerns about teaching.

Self-assessment among university teachers for the purpose of systematically identifying the essentials of a programme of professional development has been reported previously (Boud and Kilty, 1981). Unfortunately many professors are unable to attend the several weekly workshops advocated in the Boud model. The IOAT attempts to incorporate certain desirable qualities of the Boud model such as self-identified needs and personal involvement. An added feature of IOAT is that it requires less than an hour of time to complete. The self-assessments of 108 British lecturers are compared to the responses of 104 Canadian professors using IOAT. IOAT uses 100 item statements with a six point Likert scale which ranges from "strongly agree" to "strongly disagree".

Canadians evaluate their own teaching skills consistently higher than British teachers do whereas British lecturers tend to express greater concern about their teaching. It would appear that IOAT is a viable self-reporting instrument but needs to be used on larger samples of professors to determine its effectiveness.

EDUCATIONAL CONSULTANTS AND THEIR CONTRIBUTION TO THE IMPROVEMENT OF TEACHING

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ABSTRACT: Based upon 15 years of participant-observation, working with teaching colleagues in the humanities, social sciences and medicine, within the Open University and in more conventional institutions of higher education, Professor Rowntree here presents an overview of the nature of educational consultancy. There is a voluminous literature on consultancy in business management. Yet little has been written about the contribution of the consultant in educational contexts. In this paper, Professor Rowntree outlines some of the roles that the educational consultant might be called upon to perform, describes some of the dilemmas that he or she will inevitably face, and suggests some of the satisfactions that can make it all professionally worthwhile. His chief aim is to present the educational consultant's contribution as problematical and to establish a framework wherein consultants can compare their experiences and learn from one another.

MATCHING THE SOCIAL WORK CURRICULUM TO THE DEMANDS OF THE WORKPLACE

Frank R. Baskind
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Irene C. Brower
Southern Connecticut State University

This paper identifies how the practice curriculum in undergraduate and graduate social work education can be developed to match the demands of the workplace. The presentation will focus on the work of a diverse group of faculty members who, in order to respond to the demands of the workplace, developed a process to partialize generic research-based practice expectations across the undergraduate and graduate levels of social work practice. Their activities also led to the development of a BSW-MSW continuum of field practice competencies which range according to complexity and educational level. This continuum allows new practitioners, before they enter the workplace, the opportunity to recognize their strengths and limitations for practice as they progress through the social work curriculum. The resultant product of these activities is the development of the "Curriculum - Workplace Congruency Model".

"MEGATRENDS" FOR TEACHING IN HIGHER EDUCATION

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ABSTRACT

Awareness of trends affecting higher education, especially teaching, is a key concern of any organization that hopes to survive and prosper in the next decade. Long range strategic planning is quickly becoming one of a University's more powerful tools in justifying the need for additional resources. The society of the 1980's is considered one where changes in economic, social, personal, and educational forces are ever increasing and more dominant characteristics of our lives. Higher education, specifically the field of teaching, must view itself as a profession that focuses on long range, strategic planning. This planning process results in action plans that reflect an awareness of environmental opportunities and threats.

This paper presents the research output of three studies which used John Naisbitt's Megatrends as the basis for an examination of their impact on business education, organizational training and development, and the specific teaching techniques of business simulation and experiential learning. The analysis focuses on the probability of the "Megatrends" occuring, their possible impact on business education, and identification of the specific impacts.

The paper then speculates on how these data might relate to the broader field of teaching in higher education. Naisbitt's Megatrends are analyzed for their importance and possible courses of action.

ABSTRACT

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Convincing undergraduate journalism students that there is a need for them to know how to use the library and other research techniques, in addition to more conventional communication skills such as reporting, writing, and editing, is often difficult. The use of a 25-question quiz, where the student must provide the probable sources of information on such diverse concerns as the age of an actress or the future of the microcomputer industry, given before any discussion of research is made, can often "prime" students for a meaningful series of lectures on research and reference sources. Such lectures, provided by the instructor, librarians, or practitioners, coupled with assignments using the research techniques discussed, can help students in their journalism as well as other studies.

Abstract

JOURNAL WRITING: A DECADE OF RESEARCH AND APPLICATION

Paul Hettich

Barat College Lake Forest, Illinois

The journal is an autobiographical teaching/learning technique designed to individualize the college/university course by encouraging students to connect, and express in writing, course related material to their personal experiences.

Journal guidelines and sample entries (transparencies 1 and 2) are distributed to students. Periodic review and feedback is provided, and approximately 25% of the final grade is based on the quality (including writing skills) and quantity of the entries.

A survey of 367 students indicates (transparency 3) that they regard the journal as a means of stimulating critical thinking, as feedback about their learning, as an aid to self-directed expression of learning, as a valid measure of learning, and as supplement to exams. Nearly all students prefer the journal to writing term papers.

A survey of twenty college and university teachers (journal users) responded that the journal is used primarily in introductory courses as a supplement to exams and papers, and as additional feedback about student learning. The teachers noted many advantages of the journal and agreed that its major disadvantage is the amount of time required to read and evaluate them. Teachers offered a variety of suggestions for optimal use of the journals.

Journal writing has been used in other college/university settings, both undergraduate and graduate, including courses on dance, speech, group dynamics, business, organizational behavior, research, and clincial internships.

WRITING ACROSS THE CURRICULUM AND STUDENT DEVELOPMENT THEORY: MAKING SOME CONNECTIONS

Vivian M. Rosenberg
Drexel University

Although student development theory ought to be a resource for faculty interested in designing more effective teaching strategies, most academics either know nothing about it or else assume it is relevant only to counselors and administrators concerned with student problems. However, changes in composition research and pedagogy, coupled with the new trend toward writing across the curriculum, should facilitate faculty awareness of the significance of the research and insights of student development theorists like William Perry, Roy Heath, Douglas Heath, Arthur Chickering and others.

A survey of changes in composition research, theory, and practice indicates growing recognition of important correlations between student development and writing proficiency. Instructors drawn into writing programs as a result of the new emphasis on writing across the curriculum will discover what their colleagues in English are discovering: that writing is a far more complex task than most of us ever imagined. When faculty recognize that writing improvement and cognitive and personal development and maturity are all tightly interlaced, they will find that student development theory can point the way towards adjustments and changes in our teaching strategies so that more students will benefit from what goes on in our classrooms.

AN INNOVATIVE SYSTEM FOR ACADEMIC EVALUATION IN MATHEMATICS AT COLLEGE LEVEL

Roberto Alanís Alanís

Instituto Tecnológico y de Estudios Superiores de Monterrey

Abstract

In this paper, a project started in 1975 at the department of Mathematics of the Instituto Tecnológico y de Estudios Superiores de Monterrey is described. The main characteristics of it are listed:

A data bank of specific learning objectives (s.l.o.) was built.

A second data bank of test items (several to each s.l.o.) was designed.

Courses are defined by a subset of s.l.o.'s.

Individualized tests are generated by the computer to evaluate academic achievement of the students in the courses.

The tests are taken by the students outside of the classroom - in an evaluation center, using a flexible schedule.

6,000 students in 140 sections from 14 courses and all the - - professors in the department are involved in the integrated -- evaluation system.

The evaluation is automatic and immediately after the test.

Statistics are generated and used to improve the teaching-learning process.

THE COMPUTER'S PERSONA:
EVALUATING THE TEACHER IN THE BOX

Alice S. Horning

Oakland University

The arrival of computers in classes is creating an educational revolution of enormous proportions. In the face of teacher enthusiasm, it is essential that we not lose sight of the importance of carefully evaluating the teaching done by computers. If a computer program works as a teacher, then it must be evaluated for its teaching effectiveness, and specifically for the persona it presents to students. The persona of the teacher in the box can be appraised in terms of how it behaves towards students, its capabilities in providing useful substance and maximally helpful learning conditions, and its attitudes and impact on students. These criteria are presented as a series of questions, and proposed as goals toward which programmers should work. Ultimately, teaching is a human job, so the goals set for computers as teachers should be applied to human teachers as well, and doing so suggests rigorous criteria for teacher evaluation.

TECHNOLOGY CAN BRING US TOGETHER: THE IMAGINATIVE APPLICATIONS OF PERSONAL COMPUTING IN FOREIGN LANGUAGE EDUCATION

Suzanne E. Lindenau
University of Georgia

Abstract

Life-long learning is no longer a luxury. Today, it is a pre-requisite for full participation in a world marching to the beat of the computer-oriented information age. On the one hand, we welcome the promise of technology, that is the computer's merits which foreshadow a time fast-approaching when our society will be so integrally hooked into electronics that those of us unwilling to use computers could be the equivalent of people today who cannot read or write, namely functional illiterates. On the other hand, however, we exhibit free-floating fear of technology, namely a wide-spread perception of the computer as incomprehensibly omnipotent, omniscient, and omnipresent--all of which leaves us with a disquieting sense of technology as inevitable and threatening; technology as master not servant and sorcerer instead of apprentice.

The purpose of this presentation is to look at imaginative computer applications in the learning of foreign languages--the hard currencies of meaningful and essential human communication. Specifically, this paper focuses on the computer--not as dull textbook surrogate, but as an active participant in the language learning process; not merely as a huge information source, but as an effective problem-solving tool when used in computer simulation and gaming.

THE USE OF MICROCOMPUTERS IN INTRODUCTORY SCIENCE LABORATORIES

Michael F. McInerney
Rose-Hulman Institute of Technology

ABSTRACT

The advent of the microcomputer has significantly altered introductory science laboratories in institutions of higher learning. In this paper, we describe the kinds of changes that have taken place. We illustrate with examples from two institutions.

REPORT ON A COMPUTERIZED AND STUDENT-CENTERED CLASS

Jeremiah S. Strouse
Central Michigan University

This is a report on an instructional system that employs a computer to help prepare printed lecture notes, generate exams, maintain records, and calculate grades, for a large undergraduate class in human sexuality. This procedure saves class time which is utilized for student-lead discussion, as well as other student-centered activities. Course evaluations indicate that 80% of the 340 students surveyed endorse the practice of being provided a printed copy of the lecture notes; only 11% disagreed and 9% were undecided. Students were even more enthusiastic about the discussion groups, which they consider to be "the best feature" of the course. The overall efficiency of this system, in contrast to a traditional lecture class, enables one to instruct a large class while maintaining a high level of student-centered activities, and it requires less of the instructor's time.

THE USE OF A SELF-SUPERVISED ACTIVITY TO ACQUAINT COLLEGE STUDENTS WITH THE TEACHER-STUDENT DYNAMIC

Michael J. Glade
University of Maryland

A loosely-structured self-supervised activity was organized in an attempt to acquaint students with the experience of teaching while they remained in a "student mode". Sixty inexperienced undergraduate students were assigned to teach specific skills to untrained baby horses. At the end of the semester the students were asked to respond to a questionnaire containing 35 questions, 8 of which concerned their perceptions of teacher and student roles and interactions. The responses indicated some confusion among the students as to the true nature of the teacher-student dynamic, and revealed the existence of contradictory attitudes toward teaching depending on whether the respondent was in a teacher or student mode.

ON NOT-TEACHING PSYCHOLOGY: AN EXPERIMENT IN ADULT EDUCATION

Anthony Storey

University of Cambridge, England.

In the search for more precise and empirical methods for teaching psychology to adult students, use was made of the conditions that research findings indicate are necessary and sufficient to produce good outcomes in psychotherapy: empathy, genuineness, nonjudgemental warmth and readiness to accept change. The idea was that these qualities might be useful in producing valuable increments of knowledge in a group committed to learning not therapy. The problem of maintaining learning rather than therapeutic parameters was addressed and solved, though not without anomaly.

Students increasingly found themselves in the stubborn presence of 'intuitive' psychologies - that which has been acquired directly and indirectly as a consequence of the individual unique experience - and were able to match each other's 'intuitive' psychology in an empirical setting that favoured objective appraisal of all hypotheses about behaviour. The fact that each student was both experimenter and experimental subject redefined the boundaries between subjectivity and objectivity in psychology.

The experimental learning group - a microscope for the psychologist - provided seemingly endless learning opportunities in a disciplined and objective setting, and may have value not only for the empirical psychologist but also for the empirical philosopher and the empirical theologian, of whom there are too few.

THE TEACHING GAME...A SIMULATIONS/GAMES APPROACH FOR THE SERIOUS TEACHER

Stephen E. Sugar

University of Maryland

This paper presents a primer for the use of simulations/games in the classroom. The unique, checklist format of the paper begins with a statement of the hypothesis...that simulations/games add to the impact and dimension of the classroom experience. The paper then presents definitions of a simulation, game, and the simulation/game.

The important features of the proper simulation/game...impact, flexibility, and playability...are detailed so that anyone who is interested in this methodology will have a valuable perspective of an appropriate simulation/game for his/her classroom.

The reader will then review the recommended four steps for the introduction of the simulation/game into the classroom. The steps of introduction, briefing, playing of the game, and debriefing remind all prospective sim/game users of the importance of this four-step process, especially debriefing, in the classroom experience. Many sim/games lose their impact because they are not properly applied in the classroom.

The paper ends with a modest cost-benefit-analysis of sim/games. This analysis starts with the risks/costs of time, acquisition and production, change of format, and the risk of failure. In contrast, the lonely proposition of the payoff is listed, even downplayed, to remind all of us of the joy of an exceptional classroom learning experience is well worth all the investment costs of time and concern on the part of the instructor.

THE STUDY TOUR: A VEHICLE FOR IMPROVING THE QUALITY OF TEACHING

David Malczak Ph.D.
Herbert Ziegler Ph.D.

University of Maryland
University College
European Division

The study tour is an excellent vehicle to illustrate the relevance of sociology to the non-social science major. The purpose of this paper is to describe some of the advantages of the study tour as a vehicle to improving the quality of teaching. Our discussion is based on a study tour the two authors conducted to Sweden in October, 1983. We were interested in studying and observing the recent attempts by the Swedish car manufacturer Volvo to reduce worker alienation by humanizing the work environment. After discussing some of the advantages of the study tour, some of the unique problems related to administering this type of course are addressed.

THE EFFECT OF TEACHER HUMOR ON CLASSROOM CLIMATE

Ann L. Darling
University of Washington

and

Jean M. Civikly
University of New Mexico

ABSTRACT

This study was designed to determine the effect of tendentious and nontendentious humor in college lecture presentations on students' perceptions of classroom communicative climate. The classroom climate, described as the sociopsychological context in which relationships occur, was examined in two dimensions: supportive and defensive. Five statistically significant differences were identified: (1) a teacher using tendentious or nontendentious humor is perceived as more defensive than supportive; (2) a male teacher using nontendentious humor is perceived as more defensive than supportive; (3) a female teacher using tendentious humor is perceived as more defensive than supportive; (4) a teacher using no humor is perceived as more neutral and detached than a teacher using either tendentious or nontendentious humor; and (5) a male teacher using no humor is perceived as more straightforward and honest than the same teacher using either tendentious or nontendentious humor.

There is strong evidence to suggest that the elements of classroom social structure and sex-role expectations regarding the instructor affect the perceived classroom communicative climate. Future research should examine how the initial perceptions of climate based on humor usage might change with time and relational developments in the classroom.

(Abstract)

WOMEN PROFESSORS AND LECTURING

Wagner Thielens, Jr.
Teachers College, Columbia University

Published figures regularly demonstrate that women professors earn lower salaries and receive fewer promotions than men having the same rank. With little doubt, these career deficits often result from discrimination in a male-dominated profession. This paper uses findings from a nation-wide survey of undergraduate teaching practice on university campuses to raise the possibility that women also help bring on the deficits by teaching in ways their colleagues find undesirable.

In Spring 1981, a representative sample of 820 professors giving undergraduate courses in the physical sciences, life sciences, social sciences, and humanities at 80 top-ranking American universities answered a brief questionnaire about their teaching. Among these professors as a whole, lecturing was the dominant teaching method used: of every five classes they taught, four involved hour-long lectures.

The women respondents, 11% of the sample, lectured less than the men, expressed a "general preference" for other teaching methods more than the men, and showed far more loyalty in the classroom to such alternate preferences than did the men who claimed to share them. The women, furthermore, were considerably more hesitant than the men to lecture to medium-sized classes. And the women adapted their teaching approach to salient characteristics of their schools, while the men lectured on regardless.

However cogent a woman professor's reasons for deciding not to lecture, the decision may have real costs. Only further research can show whether women's career deficits and "minority" teaching practices are linked, and if so which causes which. This paper seeks just to call attention to the possibility, and to lay forth some dimensions of the gender difference at issue.

THE IMPACT OF INDIVIDUALISED LEARNING AND LECTURING ON STUDENTS' APPROACHES TO LEARNING

Rohana Zubir
Faculty of Education
University of Malaya

ABSTRACT

The paper will focus on the impact of the lecture and individualised learning [IL] on student learning in a Malaysian context. A group of 225 teacher trainees were taught using a set of individualised learning materials. Data from questionnaires administered to all 225 students were supported and amplified by the analysis of semi-structured interviews of a selected number of students. The following findings were indicated:

1 In IL the students were inclined to adopt a self-oriented learning approach [SOL] while in the lecture they were inclined to adopt a lecturer-oriented learning approach [LOL]. In either case the students displayed different study methods and habits.
2 In IL the SOL students appear to use 'deep level' approach in their learning while in the lecture they appear to adopt a LOL approach and used 'surface level' learning.
3 In IL some LOL students appear to become SOL students who may or may not use 'deep level' approach in their learning.

The implications of these for teaching are subsequently discussed.

Abstract

EXPERIENTIAL LEARNING IN THE ACADEMIC STUDY OF PUBLIC ADMINISTRATION

George Burstein
California State University, Los Angeles

This paper explores three basic reasons for using experiential learning strategies (ELS) in the academic study of public administration, or more broadly, management. First, ELS provide a means of acomplishing the guidelines for competence as listed by the National Association of Schools of Public Administration and Affairs, the "accrediting" body for academic schools of Public Administration. Second, ELS offer the best, if not the only, way to develop behavioral competencies in the course of educating and training potential or practicing managers. Some researchers and most education and training directors come to this conclusion. Third, serious university problems in dealing with adult learners, and the transfer of their training/learning to the field of practice, can be better managed through the use of ELS.

ELS are defined and described. Difficulties with the sudden conversion of academic programs from didactic to experiential modalities are discussed. Criteria for lessening these difficulties by balancing and graduating the process are presented. A matrix for use in making these decisions is developed. General factors for faculty, students, and universities to consider are introduced.

QUESTIONS FOR ADMINISTRATORS OF EXPERIENTIAL LEARNING PROGRAMS

Barbara Mayo-Wells and Raymond W. Campbell

The University of Maryland University College
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ABSTRACT

Programs designed to provide students with college-level academic credit for learning they have acquired through life experiences are not uncommon in the United States, although they are still considered nontraditional. As the student population grows older -- because there are in the general population fewer people of traditional college age, and because increasing numbers of adults are returning to college to begin, complete, or supplement their education -- the number of such nontraditional programs is increasing. It is not only in the United States that such a trend exists. Recently, postsecondary institutions in Great Britain and in Norway have sent representatives to The University of Maryland University College to learn about EXCEL, the experiential learning program that has existed there since 1978. The representatives' interest has focused on two aspects of assessing prior experiential learning: the rationale for including such learning as part of a baccalaureate program, and ways in which the assessment of experiential learning can be conducted. This paper describes EXCEL's rationale and raises some of the thornier questions that have confronted EXCEL's administrators during the growth of the program.

EXCEL
A WAY FOR FACULTY MEMBERS TO AWARD ACADEMIC CREDIT FOR STUDENTS' PRIOR EXPERIENTIAL LEARNING

Barbara Mayo-Wells

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ABSTRACT

The University of Maryland University College provides students in its statewide undergraduate programs numerous means of gaining academic credit for their prior learning. This paper describes the EXCEL program, which assesses the learning older students have gained through their life experiences. Through EXCEL, students prepare portfolios in which they describe and document their experiential learning so that adjunct faculty members can evaluate it and recommend the award or denial credit. In this fashion, students benefit by having their learning validated and incorporated in their baccalaureate program, and faculty members have the opportunity to play a more intimate role in students' education than is customary in most large American universities.

ATTITUDES OF UNIVERSITY FACULTY TOWARD STUDENT RATINGS: A MACRODIMENSIONAL APPROACH

Tamar Avi-Itzhak

University of Haifa

The objectives of the study are to: (a) explore the possibility of using the macrostructural unidimensional approach for assessing the pattern structure of attitudes of university instructors toward the stability and accuracy of student ratings as a measuring instrument. (b) To investigate whether the pattern structure of those attitudes is related to the academic affiliation of the instructors.

Data for the present study were collected with the aid of a questionnaire distributed to a sample of 307 instructors in one of the major universities in Israel during the fall semester of the 1981/82 academic year.

Findings indicate that all attitude items form a comulative scale thus suggesting that the instructors in the sample share a pattern structure of these attitudes. This pattern, results show, is structured in a hierarchically way: The lower the attitude item is ranked, the more it refers to an abstract element of student ratings which bears no personal effect on the instructor.

TEACHING EVALUATION IN JORDANIAN UNIVERSITIES

M. A. Hamdan
University of Jordan

ABSTRACT

In this paper , we consider the approach and methods applied in Jordanian Universities with regard to the evaluation of teaching as an integral part of overall faculty evaluation.The methods of collecting information about teaching are classified according to the individual or group of individuals making the necessary observations. Hence,we discuss three types of observations , namely , those made by department chairmen , senior colleagues and students .Information obtained from these observation is combined , coordinated and hence summarized in the department chairman's annual report to the dean of the college.

The paper also considers the methods used to formalize teaching evaluation in Jordanian Universities. This includes presentation of administrators' evaluation in the form of a joint report submitted to the President by the Department Chairman , the College Dean and the Vice-President concerned. It also includes a percentage scale proposed by one university for overall faculty evaluation.Formalization of student evaluation of teaching by questionnaires of teaching effectiveness is also briefly discussed. Some special-purpose evaluations of teaching are also included. The final section of the paper presents some concluding remarks and recommendations to support and strengthen methods of teaching evaluation in Jordanian Universities.

PROVIDING FEEDBACK THROUGH STUDENT OBSERVATION OF INSTRUCTORS

William E. Russell
Merrimack College

ABSTRACT

Teachers learn by feedback about their teaching. Generally, however, teachers perform in isolation from colleagues with accurate and relevant feedback difficult to achieve. In this project, instructors on a volunteer basis had a student observer attend class for a prolonged time period. The student observer recorded data concerning teaching skills. Immediately after class, through a conference, the data was conveyed to the instructor. The purpose was to provide relevant and accurate data for the benefit of each instructor involved in the project.

ABSTRACT

THE SYSTEM OF STUDENT EVALUATION OF TEACHING

AT THE UNIVERSITY OF OTTAWA

Vladimir Sistek

University of Ottawa

The University of Ottawa implemented a formal system of student evaluation of teaching in the academic year 1979-80. The evaluation system serves three purposes: improves faculty teaching performance, helps to make administrative and managerial decisions, and serves as guidance to students. Evaluation data are distributed to users by three separate reports: P-report is received by professor evaluated; A-report, composed of responses to five selected questions, is forwarded to the appropriate teaching personnel committees; S-report is made available to students. On the initiative of the professoriate, the system of teaching evaluation was included in the Collective Agreement 1981-1984 between the university administration and professors' union. The article regarding evaluation of teaching identifies and numerically defines three categories of quality of teaching performance: satisfactory, good, and exceptional. On this basis, the article related to promotions defines the appropriate categories as one of the conditions which must be met for promotion to a higher rank.

The system, now in its fifth year of existence, is obviously viable. Although no system of evaluating teaching performance is perfect, the acceptance of the above system by all components of the University of Ottawa academic community and its maintenance for half a decade indicates that the system is adequately fulfilling its three intended purposes.

THEME AND SEMINAR PRESENTATIONS

Theme Presentations	Time	Description Begins on Page Shown Below
The Professor of the Future: Expectations, Dilemmas, Solutions	Thu. 0900 - 1030	80
Adapting Postsecondary Education to Changes in Demography, Social Expectations, and Resources	Thu. 0900 - 1030	84
Higher Education, Industry, and the Professions: Making the Partnerships Work	Thu. 1100 - 1230	86
Liberal Education and Vocationalism: Conflict or Compatibility	Fri. 0900 - 1030	87
Academic Administration for the 21st Century: The Participants and the Processes	Fri. 0900 - 1030	90
Matching the Technology with the Needs of Students	Fri. 1100 - 1230	91
Seminars		
In Search of Academic Excellence	Thu. 1100 - 1230	93
Stress and Burnout in Academia: Determinants, Consequences, and Coping Mechanisms	Fri. 1430 - 1800	99
A Ten-Year Perspective on Faculty Development, Teaching and Learning, Teaching with Instructional Technology, and Faculty Evaluation	Sat. 0900 - 1200	100

THE PROFESSOR OF THE FUTURE: EXPECTATIONS, DILEMMAS, SOLUTIONS.

Six Revolutions in the Process of Education - *Donald Bligh - University of Exeter*

My co-presenter Martin Maehr is dealing with motivation in the coming era of decline; this paper has a more cognitive emphasis and spans the whole history and future of education.

It is proposed that each facet of education evolves through six crucial changes, each emerging from a combination of its predecessors.

The first revolution occurred when adults consciously recognised that they must teach the young. The second change occurred when teaching became a specialised professional activity. The third revolution lies in the development of education and communication at a distance. Fourthly there is the development of critical enquiry. The fifth change, which has scarecly begun, results from reflexiveness in education. Finally there is education for self-acceptance.

Each of these changes creates an educational culture which forms our expectations. Dilemmas occur when these changes have taken place in one aspect of education and not in another. For example many professors expect students to show knowledgeable criticism in their field of study such as literature, but do not expect students to show knowledgeable criticism of their university teaching.

The roles of professors are still becoming increasingly professionally specialised and have not developed beyond this stage. Distance education, and the commercialisation that goes with it, will bring new levels of criticism leading to further specialisation including the separation of teaching from research. This separation will produce new dilemmas which will only be resolved by conscious and planned reflexiveness.

More important, is the need to recognise that dilemmas are intrinsic to professorial activity. There is no perfection because we are always working within conflict situations. In the end we must find that balance between commitment and self-acceptance which is constant self-fulfilment.

The Professor of the Future:

Expectations, Dilemmas, Solutions

Maintaining and Enhancing Faculty Motivation and Morale in an Era of Decline

Martin L. Maehr

University of Illinois at Urbana-Champaign

The prospect of deteriorating faculty motivation and morale should be a matter of concern.

The research of Bradcamp, Maehr and others indicates that, as a group, professors are not only highly intelligent, extensively trained, and carefully selected, they are also highly motivated. More specifically, faculty, more than all groups we have studied, are especially concerned with doing their task well. Their motivation seems to be especially enhanced by the opportunity to pursue what interests them with minimal external constraint. Novelty, new possibilities and new experiences seem to be especially attractive. They have doubtless been attracted to the academic life because there was at one point every reason to expect that their interests and predilictions in this regard could be successfully pursued.

Whether academe can continue to provide the context for the satisfaction of such interests and predilictions is a question. In contrast to other times, faculty cannot expect progression so much as regression. Instead of looking forward to the next

interesting experience. Faculty may increasingly have to confront the possibility of simply recycling old experiences. Instead of having many options to pursue, they may have few. The oppportunties for travel, new funds for research--especially high-risk and unusual research--are likely to be less than faculty have grown to expect. All of this is a bit forboding so far as faculty motivation and morale is concerned.

Are there any solutions? Possibly. One could list a number of solutions that have been proposed and discussed. I would suggest that the solution lies to some significant degree in how we choose to manage higher education during this period. With decreasing budgets, there is an almost ineluctable trend to "run a tight ship" to evaluate and to reinforce administrative control. So far as it is possible, that tendency should be resisted. For, as our research suggests, it is precisely such actions which tend to further reduce faculty initiative, sense of opportunity, and motivation.

Adapting to the Growing Presence of Adults in Universities in the United States

Morris T. Keeton
Council for the Advancement of Experiential Learning

Market changes are being made in the contents of instruction as well as in its delivery systems in the United States as a result of the growing presence of older adult learners. These changes are prompted by a variety of factors:

- demographic changes push universities toward seeking to attract larger numbers of older adults to sustain enrollments and income;
- the national need for retraining and education for unemployed workers and for upgrading the competence of the work force conduces to greater use of universities in adult education;
- growing awareness of research on adult development has stimulated faculty efforts to apply the new knowledge to the improvement of teaching for the increasing cadre of adult students; and
- a widening "learning gap" between advantaged and disadvantaged sectors of the American population raises questions of equity and of social stability which are a growing national concern.

The Commission on Higher Education and the Adult Learner is seeking to stimulate greater access for adults to higher education and instruction and other services more responsive to their needs. A Project on Institutional Self-Assessment and an effort to develop policy papers and encourage regional conferences on adult learning will be continued by the Commission through 1985.

ADAPTING POST-SECONDARY EDUCATION TO CHANGES IN DEMOGRAPHY, SOCIAL EXPECTATIONS AND RESOURCES. THE CASE OF A SMALL COUNTRY.

K.G. Lennart Levin

The Swedish National Board of Universities and Colleges (NBUC), Stockholm, Sweden.

By international standards, the Swedish system of higher education and research is extremely centralised and uniform. The reform of higher education launched recently, going by the acronym of "U 68", has been regarded by its critics as an example of high-handed State interventionism in pursuit of technocratic, administrative and organisational solutions to the problems of higher education, quite often to the detriment of its content and quality. More sympathetic observers argue that Swedish higher education policy is characterised by stable, purpose-oriented knowledge-based and ambitious planning, that research and education are of good or at least satisfactory quality, and that the higher education system responds well to the needs of society and students. What is the truth of the matter? The evaluation of a reform like the Swedish reform of higher education raises problems of method and values. This essay is an attempt to analyse a relatively large number of studies of the Swedish higher education reform, undertaken by teachers and researchers and funded by the NBUC. Three particular fields or aspects are discussed:

(a) What mechanisms were built into the system to achieve social equalisation, the sub-objective espoused by Swedish higher education policy with such ardour and pathos? Can any effects be discerned?

(b) A centralised system like Sweden's ought to be admirably placed for coping with demographic fluctuations. Birth-rate fluctuations - "bulges", to use the popular term - appear to be an international phenomenon. Is a centralised planning philosophy capable of equalising the strains and stresses resulting from dramatically unequal cohorts? In a system professing to stand up for the interests of mature students, how do you resolve the conflict between generations?

(c) In the Swedish higher education system too, retrenchment is a present reality. Job security legislation precludes drastic reductions of university teaching staff. How well does Swedish higher education succeed in the pursuit of renewal and development, in spite of diminishing resources and in spite of the same individuals remaining within the system? How efficient is "the ageing university?

Various comparisons are made with other European countries. "The Swedish model" logically presupposes a definite political and social structure, but it is still found capable of providing incentive for an open-ended discussion of planning strategies at the 1984 IUT Conference.

TOWARDS NEW CONCEPTS FOR A BETTER COOPERATION BETWEEN HIGHER EDUCATION AND INDUSTRY.

Jean Michel, Ecole National des Ponts et Chaussees

From a historical viewpoint, the higher education systems and the industrial and professionnal organizations, have had a long experience of cooperation, with some differences according to the countries, fields of interest or knowledge, and periods.

These last ten or fifteen years, new trends have appeared within the society and one can observe changing soles in the two systems. University (and generally speaking higher education) is more and more involved in research and development and receives contracts from industry. Firms, on the other hand, are more and more oriented towards education, specially continuing education. The interaction between the two groups is closer than in the past : people mobility, participation of industrialists in various boards or committees for education, design of new courses in response to new industrial needs, etc...
For the next future, new concepts must be proposed and developed for a better cooperation between higher education and industry : co-formation, responsability shared education, design of new programmes with a large part of sandwich-courses, production of pedagogicalresources, joint ventures for special educational programmes and systems, etc...

But if we consider these new concepts, we cannot keep in mind the past solutions, we cannot continue to organize higher education on the same basis as in the past. Now, innovation has to be the right word, and innovation must be the way for a comprehensive cooperation between higher education and industry.

Examples from engineering education will be presented on that topic.

LIBERAL EDUCATION AND LIFE AFTER GRADUATION

Robert M. Diamond

The liberal arts curriculum--a combination of the humanities, the social sciences, the natural sciences, and mathematics--has been described as providing each student with the learning and understanding essential for success and fulfillment after graduation. At least that's what it says in some college catalogues. But does it?

What are the competencies that are essential for survival after graduation and do we help our students develop them? This presentation will focus on what exists, what should exist, and will present one possible approach to eliminating any gaps that may be identified.

LIBERAL EDUCATION AND VOCATIONALISM: CONFLICT OF COMPATIBILITY?

Ulrich P. Ritter
Johann Wolfgang Goethe-Universitaet

At a first glance the question of liberal education versus vocational training poses itself differently in the European countries, for which the Federal Republic of Germany shall stand as an example. Since the high school in Germany is a year longer than in the United States and the curriculum is essentially a liberal arts curriculum, at least one year more of liberal arts education is a part of the preparation for study at the university level. The students are a year older than their American counterparts, male students often 3 years older as it is customary to serve in the army or in the substitute service before starting a course of university studies.

What is liberal education and why is it important? Can the student get enough of it and if so, when?

The issues at stake present themselves under somewhat different names in contemporary discussions on:

1. Wissenschaftsorientierung vs. Praxisorientierung, i.e., science orientation vs. practical orientation of studies and
2. Studium generale.

I wish to explain these terms and their significance and recount the discussion concerning them. What is the function of liberal arts and studium generale? What function do these studies have in the context of our modern technological, political, environmental conditions? What do liberal arts

mean in an age where everything has become relative? What function could these studies have in a global society? Is a global society thinkable without these studies?

Studies of values will be discussed. One example will be a study of Polish youth and their preferences for certain courses of study before and during the present crisis. They present a strong argument for more liberal arts education.

It seems the necessity of liberal arts education has been recognized. What, then, is behind the phenomenon that suggestions are being made to find a good compromise of vocational training and liberal arts? What would we be compromising?

ACADEMIC ADMINISTRATION FOR THE 21ST CENTURY: THE PARTICIPANTS AND THE PROCESSES

George Keller
The Barton-Gillet Company

Major changes in America's society and economy are requiring colleges and universities to change their patterns of management and educational service. This requires more self-conscious administration as well as more decisive and planned decision making. Academic leaders in the coming years will need to exercise stronger leadership, more strategic planning, and tighter controls on finance and quality. Faculty will, of course, need to be consulted. But the emphasis will be on stronger central leadership. Emphasis will also need to be placed on innovation, as colleges move into serving a broader array of clienteles: adults, retirees, brighter high school students, and part-time learners.

MAN/MACHINE INTERFACE :
A NEW CHALLENGE TO HIGHER EDUCATION

Marcel L. Goldschmid
Swiss Federal Institute of Technology
Lausanne, Switzerland

Modern educational technology (interactive, audiovisual, individualized) presents higher education with a new challenge : What is the optimal mix between the use of technology and human interaction ?

Which type of content (subject-matter, facts, principles, values) are best taught by some kind of software and which should be taken up in personal contacts between students and teacher ?

What are the criteria to effect such a choice ?

Designing instruction which incorporates sophisticated technology and interpersonal relations (which may become more of reality because of the new technology) represents a highly complex task. How will the university prepare instructors for this new role ?

What about the multidisciplinary team approach to course design ?

How can we - on a world-wide basis - cooperate in the design of such instruction ? What is the function of the instructor, once a high-quality educational program has been created ?

Some of the training in private enterprise has become highly effective. What are the implications of this development for higher education ?

Can the new technology be used to strengthen the professor's and the university's identity and creative potential or will it inevitably lead to a faceless "automated" institution ?

Last, but most certainly not least, what existing research findings can we use to guide us in the best use of technology and in which direction should future research move ?

It is hoped that some of these questions, as well as some tentative answers that will be offered in this introductory address, will generate reflexion and discussion as well as provide a meaningful input for subsequent sessions.

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MATCHING TECHNOLOGY WITH THE NEEDS OF STUDENTS

W. J. McKeachie
University of Michigan

Humans need to have a sense of personal control of their environment. Hence an important aspect of the interaction between students and technology is the degree to which the student feels in control of the technology or feels controlled by the technology. Linear teaching programs of the type written for teaching machines in the 1960s are not likely to enhance feelings of personal control in computer-aided instruction. Nor ther are such programs likely to meet another important human need -- that of some degree of uncertainty or challenge in the environment. Students need to experience a sense of growing mastery or success, but complete easy success, as was the goal of Skinnerian teaching programs, is boring.

In addition to general human needs, educational technology needs to take account of differences among student needs. Technology which can be used flexibly to adapt to differences in such student needs as affiliation, achievement, or anxiety is likely to be more effective than technology which permits little flexibility in use.

IN SEARCH OF ACADEMIC EXCELLENCE

JANET DONALD (CANADA)
BRAD IMRIE (NEW ZEALAND)
DAVID WARREN PIPER (ENGLAND)
PETER SELDIN (UNITED STATES)

IN THE PAST, I.U.T SEMINARS HAVE OFTEN ADDRESSED A SINGLE, NARROW THEME (I.E. EVALUATING FACULTY PERFORMANCE). BUT THIS SESSION WILL BE DIFFERENT. IT WILL FOCUS ON FOUR MAJOR ISSUES. EACH OF THEM MUST BE GIVEN SHARP ATTENTION BY COLLEGES AND UNIVERSITIES SEEKING TO ACHIEVE GENUINE AND SUSTAINED ACADEMIC EXCELLENCE.

JANET DONALD (DIRECTOR, CENTRE FOR TEACHING AND LEARNING SERVICES, McGILL UNIVERSITY, MONTREAL, CANADA) WILL DISCUSS STUDENT LEARNING AND WILL FOCUS ON: A)MEASURING STUDENT ACHIEVEMENT; B) STUDENT LEARNING CENTERS; AND C) DEALING WITH DIFFERENT STUDENT AND LEARNING STYLES.

BRAD IMRIE (DIRECTOR, AAVA, AND UNIVERSITY TEACHING AND RESEARCH CENTRE, VICTORIA UNIVERSITY OF WELLINGTON, NEW ZEALAND) WILL DESCRIBE: A) APPROACHES TO IMPROVING TEACHING PERFORMANCE; AND B) SIGNIFICANT CHANGES IN TEACHING METHODS AND STAFF/FACULTY DEVELOPMENT.

DAVID WARREN PIPER (DIRECTOR, CENTRE FOR STAFF DEVELOPMENT IN HIGHER EDUCATION, UNIVERSITY OF LONDON, ENGLAND) WILL OUTLINE: A) FEATURES OF THE EXTERNAL EXAMINATION SYSTEM, CLAIMED TO BE A

MAJOR GUARANTEE OF QUALITY AND EQUALITY IN UNIVERSITIES RUN ON THE BRITISH MODEL; AND B) THE KINDS OF EVIDENCE THAT GAVE RISE TO A DETAILED DISCUSSION OF THE EFFICACY OF THE SYSTEM.

PETER SELDIN (PROFESSOR OF MANAGEMENT, PACE UNIVERSITY, NEW YORK, UNITED STATES) WILL DISCUSS: A) THE INTERDEPENDENCE OF THREE KEY SYSTEMS IN ACADEMIC ORGANIZATIONS; B) ACADEMIC CULTURE - ONE OF THE HOT TOPICS IN HIGHER EDUCATION TODAY; AND C) A PROPOSED, NEW, ACADEMIC MANAGEMENT STYLE.

STUDENT LEARNING IN THE UNIVERSITY

JANET GAIL DONALD
McGILL UNIVERSITY

Seekers of academic excellence in the university need to ask five questions about student learning.

1. In what ways does learning in the university differ from and in what ways is it similar to what we know about learning in general? Different kinds of learning may occur in different disciplines or programs in the university. We need to investigate different conceptualizations of learning and their effects.

2. What factors affect learning? Predisposing factors include students' previous experience, student abilities, and university admission and selection processes. Once the student is in university, the specific educational experiences, the learning milieu, peers and teachers all affect the learning experience. University curriculum, its translation into programs, and the instructional process determine what kind of learning will take place.

3. How do we measure learning? Approached in the past in terms of grading or assigning credits, the measurement of learning has more recently been considered in reference to instructional goals and learning contracts. The field of test construction has suggested ways of delineating domains of instruction so that knowledge and skills can be more clearly measured.

4. What is the nature of the learning process? Research on the learning process, especially in knowledge representation and problem solving and thinking strategies, has opened up new ways of considering learning. Those who take a more holistic approach to learning are raising questions about moral and intellectual development and their relationship.

5. What do future developments portend for student learning? The international study of educational achievement has shown that learning outcomes in a discipline can be delineated, and that intended, taught, and learned curricula can be differentiated and measured. The fifth generation of computers is making us aware that we are not dealing so much with a knowledge explosion as with increasing knowledge consciousness. The trend to thinking of all knowledge as accessible will radically change our conception of learning in the university.

Providing answers to these questions represents a considerable challenge but the attempt to do so should bring us one step closer to academic excellence.

IN SEARCH OF ACADEMIC EXCELLENCE: SAMPLES OF EXPERIENCE

Bradford W Imrie
Victoria University of Wellington, New Zealand

This paper considers academic experience with reference to improvement of teaching performance, changes in teaching methods and changes in staff development. In each case implications for student learning and assessment are considered. While there are generalisations and models of teaching and learning, it is also the case that each student represents a different and complex context for the learning experience provided by a university course. Only a small sample of that experience is measured by examination.

Improvement of teaching performance implies purpose: so that the student learns; knows how to learn; passes examinations; retains and values learning? Managing to teach well involves procedures for improving specific teaching performance as well as general management procedures for improving learning and assessment. Institutional policies are also required to establish acceptable standards of performance.

Changes in teaching methods are discussed which stimulate student activity in learning and in knowing what has been learned, with the purpose of generating competence and confidence. This involves development of diagnostic testing, mastery learning, problem solving and discussion techniques. Samples of experience will be discussed briefly.

The study 'Excellence in Diversity' (SRHE, 1983) asserts the need for management procedures to help encourage good academic practice. Concepts of staff development are well established. The experience of staff development needs management at institutional and departmental level for the changing needs of individual staff. Again experience can assist such developments to minimise trial and error and ensure development and success. Academic development units, and higher education organisations and conferences will continue to play an influential role in promoting academic excellence.

IN SEARCH OF ACADEMIC EXCELLENCE: AN ORGANIZATIONAL PERSPECTIVE

PETER SELDIN

PACE UNIVERSITY

TOO MANY ACADEMIC ADMINISTRATORS ACT WITHOUT THINKING OF THEIR COLLEGE OR UNIVERSITY AS A WHOLE. THEY MAKE DECISIONS AS THOUGH EACH DECISION IN EACH PART OF THE INSTITUTION WERE INDEPENDENT OF ANY OTHER. AND, EVEN WORSE, SOMETIMES THEY MAKE MAKE DECISIONS THAT ARE VIRTUALLY DOOMED TO FAILURE BECAUSE THEY ARE AT ODDS WITH THE ACADEMIC CULTURE AT THEIR INSTITUTION.

THIS PRESENTATION WILL DISCUSS THE INTERDEPENDENCE OF THE THREE KEY SYSTEMS - TECHNICAL, POLITICAL AND CULTURAL - THAT COMPRISE EVERY ACADEMIC ORGANIZATION. TOO OFTEN, THE SYSTEMS WORK AT CROSS PURPOSES. SHOULD THAT OCCUR, THE THE INSTITUTION BECOMES GREATLY WEAKENED.

WE WILL EXAMINE "ACADEMIC CULTURE" - ONE OF THE HOT TOPICS IN COLLEGES AND UNIVERSITIES TODAY. LOOSELY DEFINED, IT IS THE AMALGAM OF BELIEFS, MYTHOLOGY, VALUES AND TONES THAT, EVEN MORE THAN ITS STUDENTS OR FACULTY, DIFFERENTIATES ONE INSTITUTION FROM ANOTHER. ONE REASON FOR THE VOGUE IN ACADEMIC CULTURE MAY BE THE INTENSE INTEREST IN JAPANESE ORGANIZATIONS - SEEN AS MODELS OF STRONG, HOMOGENEOUS UNITS.

THE APPLICATION OF KEY COMPONENTS OF THE HIGHLY-REGARDED JAPANESE MANAGEMENT TECHNIQUES TO AMERICAN COLLEGES AND UNIVERSITIES WILL BE EXPLORED. THOSE TECHNIQUES PLUS SOME FROM THE BEST-MANAGED AMERICAN ORGANIZATIONS WILL PROVIDE THE BASIS FOR A PROPOSED, NEW, ACADEMIC MANAGEMENT STYLE.

IMPROVING UNIVERSITY TEACHING

Enquiry into the Role of External Examiners

David Warren Piper
Centre for Staff Development in Higher Education
University of London

Very little has been published on the role of external examiners and no systematic survey of their work has been undertaken. Yet the external examination system is claimed as one of the major guarantees of quality and equality in universities run on the British model.

In the current study six features of the external examining system are considered. 1. The overall duties and rights of external examiners; 2. The mode and grounds of appointing them; 3 Their involvement in the planning of courses; 4. Their involvement in examinations including the setting of papers seeing and marking scripts and conducting viva voce examinations; 5. The accommodation of variations in course design (such as modular courses and continuous assessment which require special arrangements for examining); 6. The role of external examiners as members of the examiners' board and in preparing an examiner s report.

Two kinds of evidence are considered. (a) regulations and notes of guidance and (b) returns on a questionnaire to heads of departments. Four sets of regulations were scrutinised: those of the Council for National Academic Awards which is the body which formally awards degrees to courses which it recognises run by polytechnics in Britain and Hong Kong and other local Government controlled colleges; one polytechnic and two universities. The questionnaire was sent to all heads of departments in three polytechnics, three universities and three colleges of the University of London. One hundred and sixty eight returned questionnaires gave information on external examiners duties and responsibilities. The results prompted a discussion of the efficacy of the system.

STRESS AND BURNOUT IN ACADEMIA: DETERMINANTS, CONSEQUENCES AND COPING MECHANISM

Arye Perlberg (Chair)
Israel Institute of Technology
Israel

Rafael M. di Guzman
Veteran's Administration Hospital
Puerto Rico

Walter H. Gmelch
Washington State University
U. S. A.

Winifred A. Melendez
Inter American University
Puerto Rico

Kay Wilke
Washington State University
U. S. A.

A TEN-YEAR PERSPECTIVE ON FACULTY DEVELOPMENT, TEACHING AND LEARNING, TEACHING WITH INSTRUCTIONAL TECHNOLOGY, AND FACULTY EVALUATION

Dr. Richard I. Miller (Chair)
Southwest Texas State University
U. S. A.

Lionel F. Evans
The City University
England

Marcel L. Goldschmid
Ecole Polytechnique Federale de Lausanne
Switzerland

Robert J. Menges
Northwestern University
U. S. A.

W O R K S H O P S

Title of Workshop	Time	Description on Page Below
Developing an Instructional Training Program for Teaching Assistants	Wed. 1400 - 1630	103
Course and Curriculum Design and Evaluation: A Functional Approach	Wed. 1400 - 1630	105
CONCEPT CLARIFICATION WORKSHOP: A Guide to the Use of Terminology on the Evaluation and Improvement of University Teaching	Wed. 1400 - 1730	106
Using a Faculty Self-Appraisal and Professional Development Program	Wed. 1400 - 1730	107
Teachers Teach but Students Must Learn: Promoting Active Learning	Wed. 1400 - 1730	109
Teaching Critical Thinking for College Students	Fri. 1430 - 1630	111
Building Self-Confidence in Mathematics	Fri. 1430 - 1630	112
Designing Computer-Based Interactive Videodisc Instruction for Higher Education	Fri. 1430 - 1800	114
Designing Departmental Faculty Development Programmes	Fri. 1430 - 1800	115
Emotions, Interactions, and Learning	Sat. 0900 - 1230	117
Faculty Burnout and Productivity	Sat. 0900 - 1230	119

MARK INTERPRETATION or Justifying the Allocation of Grades	Sat. 0900 - 1230	121
The Feedback Lecture: Matching Teaching and Learning Styles	Sat. 0900 - 1230	123
Some Questions on Attribution and Achievement Behavior: Prediction and Explanation of Exam Results of Freshmen at University	Sat. 0900 - 1230	125

DEVELOPING AN INSTRUCTIONAL TRAINING PROGRAM
FOR TEACHING ASSISTANTS

OBJECTIVES:

1. To describe the development of a training program designed to prepare Teaching Assistants for their instructional responsibilities at the university.

2. To provide and explain examples of this developmental process and of a training program which includes six content areas (see below, Section V).

LENGTH OF WORKSHOP: 2 1/2 hours

OUTLINE OF ACTIVITIES:

I. Welcome and Overview of the Workshop (15 min.)

II. Why Train Teaching Assistants? (15 min.)

The unique role of teaching assistants (TAs); Frequent lack of preparation for assigned teaching responsibilities; Contributions of TAs to a university's record of teaching excellence.

III. Development of a Training Program for Teaching Assistants: The Nuts and Bolts (45 min.)

Identifying TA needs and support groups in the University; Laying the groundwork (talks with administrative units); Securing funds; Advertising and Public Relations; Designing Feedback and Evaluation Procedures; Other Considerations.

IV. Break (15 min.)

V. Training Sessions: Designs & Demonstrations (50 min.)

Outline of information included in six typical training sessions and demonstration of selected exercises and procedures. Sessions might include 1. Responsibilities and Roles of the TA; 2. Creativity and Class Preparations; 3. Enthusiastic Teaching & Lecturing Skills; 4. Leading Class Discussions; 5. Classroom Management Styles; and 6. Critiques, Feedback, and Evaluation.

VI. Encouragement and Conclusions (10 min.)

PREVIOUS EXPERIENCE EXPECTED: Work experiences with Teaching Assistants may be helpful (e.g., previous/current TAs, faculty, TA supervisors, Department chairpersons)

MAXIMUM NUMBER OF PARTICIPANTS: 25

PRESENTER(S): Jean M. Civikly
Department of Speech Communication
University of New Mexico
U.S.A.

COURSE AND CURRICULUM DESIGN AND EVALUATION:
A FUNCTIONAL APPROACH

OBJECTIVES: At the conclusion of the workshop, participants will have an understanding of an evaluation protocol.

LENGTH OF WORKSHOP: 2 1/2 hours

OUTLINE OF ACTIVITIES: The workshop will have two distinct parts:

A. An introduction to the successful systems model for course and curriculum design first introduced at Syracuse University and now used at many other institutions. Emphasis will be on such practical matters as the politics of change and the roles of those involved. Case studies will be used throughout this portion of the workshop, with extensive interaction encouraged. 1 hour.

B. Following a brief introduction on the role of evaluation in course and curriculum improvement, participants will divide into groups of three or four, and, focusing on a single course taught by one of the participants, complete a protocol designed to set evaluation priorities from the wide range of questions that can be asked in the evaluation of a program. 1 1/2 hours.

PREVIOUS EXPERIENCE EXPECTED: Experience in higher education as a faculty member or administrator.

MAXIMUM NUMBER OF PARTICIPANTS: 45

PRESENTER(S): Robert M. Diamond
Assistant Vice Chancellor
Center for Instructional Development
Syracuse University
U.S.A.

CONCEPT CLARIFICATION WORKSHOP
A GUIDE TO THE USE OF TERMINOLOGY ON THE EVALUATION AND IMPROVEMENT OF UNIVERSITY TEACHING

OBJECTIVES: To assist participants to understand the technical terms and jargon likely to be encountered at the conference. Participation should ensure that participants will be able to listen more effectively and take a more active part in discussions.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES: An enjoyable and active way in which to decipher and learn how to use the terms and phrases encountered in the fields of psychology and education. The terms will be explained and examples of use will be given. Opportunities will be provided for participants to identify and interpret the terms in written and oral presentations and also to use the terms in discussion sessions. Commonly encountered terms will include: reliability and validity, norm-referenced and criterion-referenced testing, formative and summative evaluation, type 1 and type 2 errors, independent and dependent variables, sampling and significance, baselines, schema, tree structure, delphi technique, etc....

PREVIOUS EXPERIENCE EXPECTED: Discipline other than psychology or education.

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER(S): Arthur W. Sullivan
Department of Psychology
Memorial University of Newfoundland
Canada

Janet G. Donald
Centre for Learning and Development
McGill University
Canada

USING A FACULTY SELF-APPRAISAL
AND PROFESSIONAL DEVELOPMENT PROGRAM

OBJECTIVES: To involve participants in an overview and enable them to use a comprehensive set of materials designed to assist faculty to improve their professional competencies in such areas as: lectures, discussions, testing, self-paced learning and faculty/student relationships.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

A. Self-Appraisal Process (20 minutes):

Review selected model of transformational change.
Discuss form and its use.

B. Preparing Lectures (75 minutes):

Participants identify interests.
Participants involved in developing criteria for evaluation.

Videotape: Review materials viewed against criteria developed.

Exercises: Work through selected exercises from the module on content organization, using examples, and evaluating lectures.

Summarize and respond to questions.

-BREAK-

C. Conducting Discussions (45 minutes):

Discussion on value and purposes of discussions.
Examination of different types of discussion and relevant objectives.

Exercises: Regarding starting, continuing, and evaluating discussions.

D. Summary of Materials (45 minutes):

Exercises: General examination and overview of the modules on:

Improving Faculty/Student Relationships
Objective Tests, Essay Tests, Performance Tests
Opinion, Interest and Attitude Questionnaires
Self-Paced Learning
Setting Objectives

PREVIOUS EXPERIENCE EXPECTED: Interest in self-development or helping other faculty with professional development.

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER(S): Ron J. McBeath
Faculty & Instructional Development Office
San Jose State University
U.S.A.

TEACHERS TEACH BUT STUDENTS MUST LEARN:
PROMOTING ACTIVE LEARNING

OBJECTIVES: To provide participants with:

1. an understanding of what active learning is and how it differs from passive learning,

2. a first-hand appreciation of the advantages of active learning,

3. exposure to a variety of specific examples of active learning, and

4. to meet these objectives through active learning procedures.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

Although few educators would disagree that the learner must do the learning, many common teaching methods (e.g., traditional lecturing) ignore this obvious truism and promote passive rather than active learning. The workshop will provide an overview of the concept of active learning wherein students are directly instrumental in discovering, integrating, relating, experiencing, questioning, applying and evaluating (all active learning processes) the body of knowledge presented in a course. Participants will actively learn a variety of concrete procedures (all previously evaluated) for promoting active learning in college classes of varying enrollments and levels and in diverse disciplines. N.B.: Active learning is not only the topic of the workshop; it is also the process by which the workshop participants will learn about active learning. For example, "Asking and answering questions in an active learning mode" (see below) will be taught through questions and answers and "Classroom demonstrations that promote active learning" (see below) will be presented by actually doing demonstrations with workshop participants. Thus, just as learners must learn, workshop participants will be expected to participate in various activities, demonstrations, and role playing. The major topics and approximate time for each follows:

1. Introduction: Overview of workshop (5 min.)

2. Active learning versus passive learning: A critical distinction (15 min.)

3. Introducing active learning to students: Problems and solutions (20 min.)

4. Asking and answering questions in an active learning mode (15 min.)

5. Discussion: One active-learning alternative to lecturing (10 min.)

6. Socratic dialogue: Another active-learning alternative to lecturing (10 min.)

7. Classroom demonstrations that promote active learning (30 min.)

8. Homework assignments that teach active learning (15 min.)

9. Individual learning styles: A critical factor in active learning (10 min.)

10. Grading systems consistent with active learning (10 min.)

11. Nondirective teaching: An example of active education (10 min.)

12. Students' reactions to active learning (10 min.)

13. Summary: The challenge of promoting active learning (10 min.)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS:

PRESENTER(S): Michael D. Spiegler
Department of Psychology
Providence College
U.S.A.

TEACHING CRITICAL THINKING FOR COLLEGE STUDENTS

OBJECTIVES: To create a structure for teaching critical thinking skills to undergraduate students in a general classroom setting.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

I.	Introduction: "Critical Thinking": an essential constituent of a College Curriculum.	(5 min.)
II.	The Elements of Critical Thinking (Group Brainstorming)	(10 min.)
III.	Summary of Brainstorming Activity and Development of Critical Thinking Elements (Leader-Group Dialogue)	(20 min.)
	A. Summary B. "Correct" Reasoning C. What Counts as Evidence D. Ways of Knowing	
IV.	The Activity of Critical Thinking "Situational" Critical Thinking	
	A. Case Studies in Critical Thinking (Group Exercise)	(20 min.)
	B. Group Discussion of Case Study "Solutions"	(20 min.)
BREAK		(10 min.)
V.	Teaching Critical Thinking	(25 min.)
	A. Teaching Methods (Group Problem Analysis) B. Applications to Critical Thinking	

PREVIOUS EXPERIENCE EXPECTED: Some teaching experience and a current interest in teaching. Some advance readings may be made available to workshop participants at the beginning of the conference.

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER(S): James E. Caraway
Director
The Educational Advancement Program
The University of Tennessee, Knoxville
U.S.A.

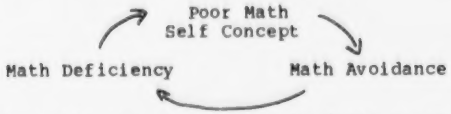
Celia McCullough
Associate Director

BUILDING SELF-CONFIDENCE IN MATHEMATICS

OBJECTIVES: Workshop participants will gain an understanding of the syndrome known as 'math anxiety'. Participating educators will learn how to assist the math anxious student who now encounters quantitative work in almost every discipline. By experiencing classroom tested math confidence building techniques, workshop educators will learn specific strategies to counteract math anxious and math avoiding behaviors. While the techniques are directed at the phenomena of math anxiety and math avoidance, they are also applicable for building students' confidence in other areas of study.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES: Workshop attendees will participate in a mini-version of an ongoing math confidence building workshop sponsored by The University of Maryland University College. Designers of the workshop conceptualize the student with low math confidence as having entered the following vicious cycle.



The workshop objective is to help students break out of the cycle. Five participatory exercises have been selected from The University of Maryland University College math program for inclusion into a IUT conference workshop. The five selected exercises are:

1.	The Vicious Cycle	(10 minutes)
2.	The Two Column Problem	(20 minutes)
3.	The Three Step Process	(20 minutes)
4.	Creating New Games	(20 minutes)
5.	Who's in Charge	(20 minutes)

Each exercise requires that a workshop participant spend a brief time completing a written section of the exercise, participate in a small group discussion, and join in an open group summation. Creating New Games is of a different design which involves a small group project.

The exercises increase awareness on: What is math anxiety, where does it come from, and how can it be minimized?

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER(S): Sally Wilding
Math Support Services
The University of Maryland University College
U.S.A.

DESIGNING COMPUTER-BASED INTERACTIVE VIDEODISC
INSTRUCTION FOR HIGHER EDUCATION

OBJECTIVES: The student will demonstrate an understanding of the course design process by carrying through a specific, controlled production project.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

Computer-based interactive video (CBIV) combines the power and versatility of the microcomputer with the visual acuity of video. Design of instructional materials for this medium requiring an understanding of:

1. the design process
2. hardware/software potential and constraints
3. message design, and
4. the authoring tools.

Participants will be given an overview of each of these topics and then be guided through a simulated course development exercise. To the degree possible, participants will be grouped according to experience with instructional design and with the medium.

PREVIOUS EXPERIENCE EXPECTED: A Basic understanding of the instructional systems design process or computer-based education, would be useful, but is not required.

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER(S): Kerry A. Johnson
Director
Center for Instructional Development
and Evaluation
The University of Maryland University College
U.S.A.

William Aggen
Assistant Director

Kathie Fletcher
Project Coordinator

DESIGNING DEPARTMENTAL FACULTY DEVELOPMENT PROGRAMMES

OBJECTIVES:

* To enable chairpersons to understand the basic principles of change and innovation.

* To develop competence in doing a proper needs assessment in an academic department.

* To develop competence in selecting and prioritising faculty needs.

* To acquire skills in formulating objectives for departmental faculty development programmes.

* To develop competence in selecting and designing specific materials for departmental faculty development programmes.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES: To ensure success, faculty development programmes have to be tailor-made according to the specific needs of faculty. To enable faculty developers to achieve this, departmental faculty development programmes should be developed. This can only be done if chairpersons or departmental heads are competent at designing departmental faculty development programmes. To enable the departmental chairperson/head to design such departmental faculty development programmes, he should be competent (and well informed) in the following:

* Understanding the basic principles of change and innovation and knowing what supportive role he has to fulfill (45 minutes). Participants will have to identify and prioritize the basic principles of change and will have to select from a random list, the supportive role of the change agent.

* Developing competence in doing a needs assessment by constucting a needs and skills checklist (45 minutes).

* Developing competence in selecting and prioritizing faculty needs according to the needs assessment (30 minutes).

* Acquiring skills in formulating objectives for departmental faculty development programmes (45 minutes). Each participant will formulate three objectives (according to the needs assessment) which will be evaluated by means of a rainbow evaluation.

* Developing competence in selecting and designing specific materials for departmental faculty development programmes (45 minutes). A variety of examples will be demonstrated and a case study will be used to train the participants.

PREVIOUS EXPERIENCE EXPECTED:

Experience as departmental chairperson.
Experience of faculty/instructional development.

MAXIMUM NUMBER OF PARTICIPANTS: 24

PRESENTER(S): C. A. Kapp
Bureau for University & Continuing Education
University of Stellenbosch
Republic of South Africa

EMOTIONS, INTERACTIONS AND LEARNING

OBJECTIVES: To increase teacher's understanding of the effects of emotions and interactions on student learning in university classes--in recognizing these factors, responding to them effectively, and taking them into account in selecting teaching methods and techniques.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

A. Introductory Exercise: Exploring our own feelings on entering a learning situation. (Individual responses, small group exchange, and whole group processing. 30 minutes.)

B. Theoretical Statement: Presentation of general ideas on emotions, interaction and learning. (20 minutes)

C. Analyzing Emotion and Interaction in Learning Activities:

1. Learning as integration; creativity and play; the constructing of meaning; conditions for effective learning. (Small group learning task and analysis of the process. 30 minutes.)

2. Resistance to learning; mechanisms of defense; developmental factors; availability to learning. (Learning task and analysis. 30 minutes.)

3. Interactions. Examining the interactions and feelings in the workshop and how these facilitated or impeded learning. (Small group and whole group. 30 minutes.)

D. Teaching Methods and Teachniques:

How do I currently take emotions and interactions into account in my teaching? How could I recognize and deal with these factors more effectively? (Small group discussion and planning, and whole group review. 30 minutes.)

The workshop will provide a general theoretical background, handouts and bibliography for further study, and the opportunity to experience the effect of emotions and interactions on the participants' own learning.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 15

PRESENTER(S): Clark Bouton
Professor of Sociology
University of the District of Columbia
U.S.A.

Denny McGihon
Psychotherapist
Psychotherapy Services Associates
U.S.A.

FACULTY BURNOUT AND PRODUCTIVITY

OBJECTIVES:

A. Prevent burnout and its effects on faculty behavior, health, and productivity.

B. Idenitfy potential sources of professional and personal burnout.

C. Learn how to live a longer, healthier, and happier life.

D. Take positive steps to minimize stress and maximize performance.

E. Establish new goals to achieve greater satisfaction in work and life.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

Are You a Candidate for Burnout? (30 min.)

This introductory exercise identifies symptoms of burnout and serves to provide strategies for burnout prevention.

Burnout and Faculty Productivity (60 min.)

Participants will use the Faculty Stress Index to pinpoint bothersome activities/events causing burnout and then the Seven-Step Plan to resolve one or two of the stressors as well as take positive action to optimize performance.

Coping Break (20 min.)

Is My Personality Killing Me? (40 min.)

This section examines how the participants' personality impacts the stress and burnout they may be experiencing. Helpful techniques to become more relaxed, easy going, but productive, will be experienced.

Balancing Your Life and Productivity (60 min.)

Participants will play the game of "Tradeoffs" between their personal and professional demands. Through a series of self-assessment inventories and exercises they will "Calculate Their Life Expectancy" from the best research evidence available, "Line up Their Life" to gain a perspective on the past and how to plan the future, and "Plan Their Life" to establish and update personal and professional goals.

PREVIOUS EXPERIENCE EXPECTED: Teaching and/or administrative experience at the college or university level.

MAXIMUM NUMBER OF PARTICIPANTS: 35

PRESENTER(S): Walter H. Gmelch
Washington State University
U.S.A.

Arye Perlberg
Israel Institute of Technology
Israel

MARK INTERPRETATION OR JUSTIFYING THE ALLOCATION OF GRADES

OBJECTIVES:

A. To consider the implications of combining sets of marks to give a total set of marks.

B. To determine the significance of a pass mark when allocating grades.

C. To discuss a rational procedure for the allocation of grades.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

Introduction: topic, participants, procedures (30 min.)

Characteristics of sets of marks: N, M, SD. The implications of weight for the combination of sets of marks: range, mean, rank. The effect of correlation: effective SD and weight. (60 min.)

Activity: Working in groups, participants calculate characteristics for given sets of marks and prepare stem-leaf plots and scattergrams.

Discussion

Break (15 min.)

Reasons for the pass mark being different (30 min.)
Reasons for the mean mark being different

Activity: Working in groups, participants consider characteristics of sets of marks and agree on reasons.

Using the information available to allocate grades. (30 min.)
Using professional judgement to minimise uncertainty.

Discussion (15 min.)

PREVIOUS EXPERIENCE EXPECTED: Participants should have had some previous experience of combining marks from the assessment of work done by students during a course with marks from a final examination. If possible, participants should bring a calculator with basic statistics.

MAXIMUM NUMBER OF PARTICIPANTS: 12

PRESENTER(S): Brad Imrie
Director
Authority for Advanced Vocational Awards
New Zealand

THE FEEDBACK LECTURE: MATCHING TEACHING AND LEARNING STYLES

OBJECTIVES:

1. To demonstrate the 4-8 different learning styles in the higher education's classrooms,

2. To present the Feedback Lecture as a method to match teaching and learning styles in a lecture setting,

3. To enable particpants to determine their own teaching and learning style and make suggestions for further development.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINES OF ACTIVITIES:

I. Introduction to why our students are different today.

- This activity will culminate in a discussion of the various types of students in higher education.

II. Individual testing and consultation.

- Participants will be tested over their preferred learning style, and discuss these implications.

- Participants will be divided into their appropriate group to discuss methods of approaching their group and the other 3 learning types.

III. Feedback Lecture

- Participants will view a video-tape and receive materials that demonstrate the Feedback Lecture, a method of matching teaching and learning styles in higher education.

- Participants will absorb the principles of creating a Feedback Lecture.

IV. Final discussion

- Participants will experience how to test their own students, create a Feedback Lecture, and recognize the needs of today's students.

PREVIOUS EXPERIENCE EXPECTED: Readings of two articles on the Feedback Lecture and Learning Styles.

MAXIMUM NUMBER OF PARTICIPANTS: 60

PRESENTER(S): Dean N. Osterman
Instructional Development Office
Oregon State University
U.S.A.

SOME QUESTIONS ON ATTRIBUTION AND ACHIEVEMENT BEHAVIOR:
PREDICTION AND EXPLANATION OF EXAM RESULTS OF FRESHMEN
AT UNIVERSITY

OBJECTIVES: To make clear to student helpers how students react on their results and via which cognitive-emotional processes these individual reactions influence their motivation and study achievement. The workshop offers the participants a practical introduction to the attribution theory of achievement behavior.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES: The workshop consists of 8 short sessions. Each session starts with an exercise. Following the answer of the participants, a brief explanation will be given on the cognitive-emotional processes the theory is based on. The objective of this approach is first to make the participants experience some problems students can have, by themselves, and afterwards to enable them to compare their individual experiences with the more general principles.

Part 1: attribution of study results (1 1/2 hours)

Break

Part 2: effects of causal attributions on study motivation (1 1/2 hours)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 15

PRESENTER(S): Frank Van Overwalle
Free University Brussels
Belgium

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